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ABSTRACT

In 1978, a national survey was conducted in New Zealand to determine the extent of participation in continuing education and the level of unmet need for these activities. A questionnaire was developed dealing with respondent characteristics, spare time and interests, agency-directed learning activities (ADLAS), and unmet needs, and administered to a random sample of 1500 persons past the age of 15 who were not attending a formal education program. Both rural and urban dwellers were represented. It was found that 30 percent of the sample were participating in ADLAS conducted by a wide variety of educational institutions, community organizations, clubs, sports organizations, and special interest groups. Participants were more likely to be younger people; more likely to be in paid employment and in professional or technical occupations; more likely to own or have the use of private transport; and more likely to have lived in their location for less than five years. Sports, educational and vocational ADLAS were most popular among those aged 30-49 years. Programs were mostly close to home, and were more often attended by women with dependent children than by women without children. Women who worked full time often participated in educational and vocational ADLAS, as did their male counterparts. It was also found that a high proportion of the population has unmet needs for adult learning activities, and that these needs are proportionately greater in craft and art areas than in educational and vocational areas. Finally, it was found, that people were very satisfied with their adult learning experiences. Policy implications are evident from the need to continue to provide ADLAS to meet the needs of the people of New Zealand. (KC)

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ED211678

CONTINUING EDUCATION

SURVEY

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WELLINGTON

CE 030 900

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FOREWORD

What do people expect of education after they leave school?

It was the lack of any systematic answer to this, and related, questions that prompted the late Denny Garrett, (then Assistant Secretary (Tertiary), in the department), to initiate the national baseline survey of continuing education whose findings are reported here.

The approach of the survey was deliberately broad and achieved a greater coverage of continuing education activities than any previous comparable study in New Zealand. The findings reveal the widespread participation by New Zealanders in these activities. The report shows that people are generally satisfied with their activities and would still like to engage in other activities and learn by different methods than are currently offered.

In brief, this report reveals some of the strengths, and weaknesses, of continuing education at the national level. As such its policy implications are most readily interpreted at that level. However, it also contains pointers for local community education groups. I hope it will stimulate systematic assessment of local needs.

A great many people helped in carrying out the survey. I should like to thank officers of the Department of Statistics for undertaking the fieldwork and providing technical advice; officers of this Department especially Keri Bird, Julie Benseman, John White and Penny Fenwick who designed the research, undertook the data analysis and wrote this report; and, finally, various people in the continuing education field who commented on an earlier draft of this report and, at a seminar organised by the department, suggested ways in which the data could be analysed and a useful report written.

W L Renwick
Director-General of Education

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THE CONTINUING EDUCATION SURVEY

Early in 1978 a national survey was conducted to determine the extent of participation in continuing education in New Zealand and the level of unmet need for these activities.

This report contains the major findings of that survey. The first section of the report outlines the origins and objectives of the Continuing Education Survey. Section Two describes the demographic characteristics of those who took part in the survey. The third section contains the results of questions respondents were asked about their spare time, their interests, their involvement in adult learning activities, and their unmet needs. The final section of the report contains some comment about the policy implications of the study.

All readers are encouraged to read the "Guide to the Analysis of the Data" at the end of Section One.

SECTION 1 : ORIGINS AND OBJECTIVES

As a result of the Government's increasing interest in the area of continuing education and an absence of available information suitable for use by policy-makers, it was decided in 1975 to undertake a large-scale national survey with the overall objective of providing systematic and detailed information for policy makers. The four specific aims of the survey were as follows:

i to identify the types of organisations which offered agency-directed learning activities. An agency directed learning activity (abbreviated to adla) was defined as an activity which is structured by an organisation in order to enable participants to learn something about a particular subject or skill. For example, a series of tennis lessons is classified as an adla whereas a game of tennis is not. (For a more comprehensive definition refer to Appendix 1);

ii to find out what use was made of these adlas in 1977, in terms of both the numbers of individuals participating and their characteristics;

iii to determine the extent to which there existed unmet needs for new adlas. These needs might have been associated with subjects or skills not offered in 1977 and/or with new methods of learning a subject or skill;

iv to determine improvements that could be made to existing adlas. These improvements might include better information for the public on what is available, changes to courses already offered, or the establishment of new courses that were not available at the time of the survey.

THE CONCEPT OF CONTINUING EDUCATION

The concept 'continuing education' has been defined in a variety of ways. It is not the intention of this report to add yet another definition. A widely held view of continuing education is one which confines it to those activities which are learnt by adults from formal educational organisations such as schools, universities, polytechnics or WEA.

The Continuing Education Survey dealt with a much broader range of activities. The way in which continuing education has been considered in this context can be explained most efficiently by describing who was eligible to complete the questionnaire and by examining the nature of the questions asked. In view of this, the next section will outline eligibility criteria followed by a section outlining the development and contents of the questionnaire.

In brief, those who completed the questionnaire were aged 16 or more and had left school. They were asked a series of demographic questions as well as questions about their spare time interests, adlas and unmet needs.

ELIGIBILITY

To be eligible for the survey an individual had to have reached the age of 15 by the 31 January 1977. Additionally he/she was not to have been enrolled full time at any primary, intermediate or secondary school during any part of 1977. Individuals who had been out of New Zealand for a continuous period of one month or more between the dates of 15 February and 15 November 1977 were excluded from the survey. These criteria were applied to ensure that respondents were available to participate in continuing education activities during 1977.

THE PILOT

A pilot study was planned during 1975 and the pilot questionnaire was put into the field in February 1976. Eighty-eight respondents

were interviewed from the Auckland, Christchurch and Wellington urban and adjacent rural areas. The pilot survey resulted in modifications to the original questionnaire. Many of these were changes to format although an additional section (the unmet needs section) was added as respondents involved in the pilot study expressed a desire to discuss their unmet needs.

QUESTIONNAIRE

The survey questionnaire was designed to fulfil the four objectives outlined at the beginning of this chapter.[1]

The first of the questionnaire's four sections dealt with the characteristics of respondents. These included place of residence, age, marital status, occupation and education.

The second section dealt with spare time and interests. Questions about the amount of spare time respondents had and whether they felt this was satisfactory were asked. Respondents were also presented with a list of activities such as watching television, playing sport and reading, and were asked to calculate how much of their spare time they spent on each. The main questions respondents were asked about interests were where they had learnt them and which method or methods they had used to learn them.

The third section was concerned with adlas. In order to build up a detailed picture of the processes involved in participating in such an activity respondents were asked a number of questions about their adlas. These included the main method of learning they used, whether they had participated in the activity previously, their reasons for becoming involved in the adla and the kinds of difficulties they experienced while learning the activity.

The final section centred on unmet needs. Respondents were asked if there were any adlas they would like to do if they had the opportunity. They were asked what activity they were most

1 A copy of the survey questionnaire is available on request from the Research and Statistics Division, Department of Education, Private Bag, Wellington.

interested in doing, why they would like to learn it, which method they would use to do so and the reason for their not already having learnt the activity.

RECODING

While generally in the analysis of data from the survey each question (or part of a question) formed a variable, new (or re-constituted) variables were also created by collapsing the answers to two or more questions or in some other way manipulating the available answers. Thus these latter variables cannot be linked to any one specific question in the interview schedule.

Further information on these recoded variables is contained in Appendix 2.

CONDUCTING THE SURVEY

Officers of the Continuing Education Division of the Department of Education were responsible for initiating the survey. It was conducted for the Education Department by the Department of Statistics.

Their Household Survey Section undertook the fieldwork, field checks, coding, clerical editing and transcription of coded data to coding sheets and the Sample Design Section of the Statistics Department was responsible for sample design, including selection of households and related matters. The Survey Control Section assisted in the design of the questionnaire and the writing of electronic data processing specifications and coordinated the Statistics Department's role in the survey.

The Department of Education had major responsibility for questionnaire design and contributed to the writing of instructions for interviewers and for coders. Data analysis and report writing were also the responsibility of the Education Department.

SAMPLE DESIGN

A sample of 1500 was calculated to produce sufficiently accurate results for the purpose of the survey. An assessment of the reliability of the sample is given in Appendix 3. The few cases where results of particular questions are characterised by large standard errors, will be indicated in the text as these results are not likely to be as accurate as the main body of results.

The sample design was determined largely by the decision to use the New Zealand Household Survey secondary sampling units as the geographical clusters from which dwellings and then individuals would be selected. The design resulted in a random sample of households and members of households.

A separate sample of individuals from institutions (such as hostels, nurses homes, military institutions and homes for the aged) was taken. Each institution included contained more than twenty five individuals at the time of the 1976 census. Institutions excluded were those such as prisons, hospitals, hotels and motels.

A detailed discussion of the sampling method is given in Appendix 4.

WEIGHTING

Interviewing one individual per household could have led to a significant over-representation of individuals who live in one-person households and an under-representation of those individuals who come from households containing more than one person.

To compensate for this a weighting formula was tested. As there was no significant difference between weighted and unweighted data for important variables, unweighted data have been used for processing.

INTERVIEWING

The Statistics Department was responsible for administering the interviewing. Two-day interviewer training sessions were carried

out in Auckland, Hamilton, Wellington, Christchurch and Dunedin. Interviewing was conducted during February 1978. A total of 1599 completed interviews were obtained.

CODING

The bulk of the coding was done by Household Survey section staff. A small number of questions was left to be coded either completely or in part by Education Department personnel. Those responses coders found difficult to classify were coded by Education Department personnel.

GUIDE TO THE ANALYSIS OF THE DATA

To systematise the analysis and reporting of the vast quantity of baseline data generated by the study this report presents the data according to the pattern described below. This pattern was developed after an initial draft of the report was discussed at a seminar of continuing education personnel.

A division is made between adlas, interests and unmet needs (see Appendix 1 for a definition of the first two concepts). For all three the common classification given in Appendix 5 is used. Thus screen printing could, for some respondents, be an adla, for others an interest and for others an unmet need. This classification was developed as an aid to analysis from the multitude of activities indulged in by respondents.

This division between adlas, interests and unmet needs is then used throughout the report for comparative purposes and significant data related to each are presented in turn. At the conclusion to Section 3 a comparison is made between all three.

With reference to adlas it should be noted that while 471 respondents overall were doing one or more adlas, in all 693 adlas were done. Most of the analyses relating to adlas refer to any respondent's first stated adla. Adlas were not listed in any priority order by those respondents doing more than one. Analysis of the first

stated adla only was undertaken to give a representative coverage of adla participation and to avoid over-representing patterns associated with popular adlas.

With reference to unmet needs and interests, information was collected from respondents on the adla they were most interested in doing and on their main interest only.

Throughout the report the standard method of presenting the data is to report the findings for the total sample and then to draw comparisons between selected sub-groups of that sample. Thus where it is stated that a particular group is under or over-represented this is in comparison to the distribution for the total sample.

The statistical significance levels reported were all calculated by the chi-square test. They are generally recorded at the bottom of the relevant table but on a few occasions appear as footnotes where the data are not presented in tabular form. If no significance levels appear below a table then the data reported in that table are not significant.

SECTION 2 : DEMOGRAPHIC CHARACTERISTICS

This section of the report relates respondents' involvement in adlas, their unmet needs for continuing education, and the extent and nature of their interests to various demographic characteristics. It deals in turn with respondents' residential location, means of transport, age, sex, marital status, employment status and other employment variables, and educational attainment.

A LOCATION:

Introduction

Respondents were divided into four categories according to the location of their residence. The main urban category included the urban areas of Northern, Western, Central and Southern Auckland, Hamilton, Upper Hutt Valley, Lower Hutt Valley, Porirua Basin, Central Wellington, Christchurch and Dunedin. The secondary urban category included the urban areas of Whangarei, Tauranga, Rotorua, Gisborne, Napier, Hastings, New Plymouth, Palmerston North, Wanganui, Masterton, Nelson, Timaru and Invercargill. The other urban category encompassed all boroughs, communities, town districts etc which were outside urban areas and had a population over 1,000 as at the 1976 Census of Population. All other boroughs, communities, town districts and remaining counties fell into the rural category.

The total sample was distributed as follows: 53.2% (851) were in main urban areas; 15.9% (254) were secondary urban residents; 13.1% (209) were resident in other urban areas; and 17.8% (285) lived in rural areas.

The following section contains a discussion of participation in continuing education according to location.

Stability of Location

Fifty four percent of the sample had lived in the same location for five or more years whereas only 46% of adla participants had. Compared with the total sample a lower percentage (48%) of those with an unmet need had lived in the same place for five or more

years and a higher percentage (65%) of those with no unmet need had done so. Thus, a higher proportion of those who did adlas or had an unmet need had moved compared with the total sample.

Adla Participation

Table 1 contains information on adla participation according to location.

Overall there was no major difference between any two locations in terms of whether respondents were doing an adla or not. However rural respondents were the most likely to have done an adla and secondary urban residents the least likely.

Where there were differences by location with respect to the types of adlas people were doing, it was most often the other urban residents who were different from the remainder. For example, they were more likely to be doing a craft adla and less likely to be doing an educational adla than were those living in other locations.

Reasons Respondents Gave for Doing Adlas

No significant relationship was found between the locational variable and reasons respondents gave for learning an adla.

There were however, as Table 2 indicates, some differences such as: other urban residents were more likely than the other groups to have learnt an adla to "give them an interest outside their job or home", or to "spend their spare time more enjoyably", and less likely to be learning an activity to "help in their job". Rural respondents were more likely to give "to learn more about their special interest" as a reason. Main urban and secondary urban residents were more likely to give" prepare them for a new job" as a reason, than were other urban or rural respondents.

TABLE 1

ADLA PARTICIPATION BY LOCATION

	MAIN URBAN	SECONDARY URBAN	OTHER URBAN	RURAL	TOTAL
No Adla	70.9 (603)	73.2 (186)	69.9 (146)	67.7 (193)	70.5 (1128)
Craft	4.1 (35)	4.7 (12)	9.6 (20)	4.9 (14)	5.1 (81)
Educational	7.6 (65)	5.1 (13)	2.4 (5)	6.7 (19)	6.4 (102)
Art	1.2 (10)	1.2 (3)	3.8 (8)	1.1 (3)	1.5 (24)
Pastimes	1.8 (15)	1.6 (4)	1.9 (4)	2.1 (6)	1.8 (29)
Organisational	1.5 (13)	0.4 (1)	1.4 (3)	4.6 (13)	1.9 (30)
Sport	3.5 (30)	4.7 (12)	1.0 (2)	3.5 (10)	3.4 (54)
Vocational	6.2 (53)	7.1 (18)	7.7 (16)	7.0 (20)	6.7 (107)
Miscellaneous	3.2 (27)	2.0 (5)	2.4 (5)	2.5 (7)	2.8 (44)
TOTAL	100.0 (851)	100.0 (254)	100.0 (209)	100.0 (285)	100.0 (1599)

P <.01

TABLE 2

REASON FOR DOING ADLA BY LOCATION

To activity was done to:	MAIN URBAN	SECONDARY URBAN	OTHER URBAN	RURAL	TOTAL
help them in their job	24.5 (59)	22.1 (15)	17.7 (11)	21.7 (20)	22.7 (105)
improve their general education	19.1 (46)	17.6 (12)	14.5 (9)	15.2 (14)	17.5 (81)
learn more about their special interest	15.8 (38)	17.6 (12)	16.1 (10)	22.8 (21)	17.5 (81)
improve some aspect of their home or family life	11.6 (28)	7.4 (5)	9.7 (6)	8.7 (8)	10.2 (47)
give them an interest outside their job or home	11.6 (28)	8.8 (6)	16.1 (10)	10.9 (10)	11.7 (54)
prepare them for a new job	9.5 (23)	10.3 (7)	1.6 (1)	4.3 (4)	7.6 (35)
make some contribution towards the community	3.3 (8)	5.9 (4)	9.7 (6)	8.7 (8)	5.6 (26)
spend their spare time more enjoyably	2.5 (6)	5.9 (4)	11.3 (7)	2.2 (2)	4.1 (19)
meet other people with similar interests	2.1 (5)	4.4 (3)	3.2 (2)	5.4 (5)	3.2 (15)
TOTAL	100.0 (241)	100.0 (68)	100.0 (62)	100.0 (92)	100.0 (463)

Ways in which Adla Helped Respondent

Location and the way in which respondents said they had been most helped by learning an adla were not significantly related. In general, the reasons respondents gave for learning activities and the ways they said they had been helped paralleled each other. As can be seen from Table 3 the disparity between the two was the greatest for rural respondents. A higher percentage of rural people than others gave "improve their general education" or "meet other people with similar interests" as ways in which they had been helped (than gave those as reasons for having done the activity.) A lower percentage gave "learn more about their special interest" or "improve some aspect of their home or family life" as ways in which the activity helped them (than gave these as reasons for doing the adlas.)

Unmet Needs

As can be seen from Table 4 there was a relationship between the location respondents lived in and whether they had an unmet need or not. Seventy two percent of secondary urban residents had an unmet need compared with 68.8% of rural residents and 61.7% of main urban residents. Sixty percent of other urban residents stated they had an unmet need.

In terms of the types of adlas people wanted to learn there were few differences. Secondary urban and rural respondents were more likely to want to learn a craft adla than were main urban or other urban people. People who lived in other urban areas were most likely to have an unmet need for a vocational adla while rural people mentioned the need to learn an organisational activity the most frequently of all groups.

Preferred Method for Learning Unmet Need

Methods respondents would have preferred to use to learn their unmet need are listed in Table 5. Sixty four percent of other urban respondents and 62.5% of main urban dwellers indicated they would prefer group classes whereas slightly fewer secondary urban

TABLE 3

WAYS ADLA HELPED BY LOCATION

The activity helped the respondent	MAIN URBAN	SECONDARY URBAN	OTHER URBAN	RURAL	TOTAL
In their present job	23.3 (54)	22.7 (15)	20.0 (12)	19.5 (17)	22.0 (98)
Improve their general education	18.1 (42)	19.7 (13)	15.0 (9)	24.1 (21)	19.0 (85)
Learn more about their special interest	17.2 (40)	18.2 (12)	13.3 (8)	19.5 (17)	17.3 (77)
Improve some aspect of home of home or family life	9.9 (23)	10.6 (7)	6.7 (4)	4.6 (4)	8.5 (38)
Prepare them for a new job	8.6 (20)	10.6 (7)	1.7 (1)	3.4 (3)	7.0 (31)
Give them an interest outside their job or home	8.2 (19)	6.1 (4)	20.0 (12)	8.0 (7)	9.4 (42)
Meet others with similar interests	6.0 (14)	3.0 (2)	6.7 (4)	11.5 (10)	6.7 (30)
Spend their spare time more enjoyably	5.6 (13)	7.6 (5)	10.0 (6)	2.3 (2)	5.8 (26)
Make some contribution towards the community	3.0 (7)	1.5 (1)	6.7 (4)	6.9 (6)	4.0 (18)
TOTAL	100.0 (232)	100.0 (66)	100.0 (60)	100.0 (87)	100.0 (445)

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TABLE 4

UNMET NEED BY LOCATION

	MAIN URBAN	SECONDARY URBAN	OTHER URBAN	RURAL	TOTAL
No unmet need	38.3 (326)	28.0 (71)	40.2 (84)	31.2 (89)	35.6 (570)
Craft	19.6 (167)	26.8 (68)	19.6 (41)	25.3 (72)	21.8 (348)
Educational	14.5 (123)	14.2 (36)	8.1 (17)	10.5 (30)	12.9 (206)
Art	7.2 (61)	10.2 (26)	7.2 (15)	7.7 (22)	7.8 (124)
Pastime	3.2 (27)	3.9 (10)	3.3 (7)	4.6 (13)	3.6 (57)
Organisational	2.5 (21)	2.8 (7)	1.9 (4)	1.8 (5)	2.3 (37)
Sport	6.6 (56)	6.7 (17)	4.3 (9)	7.7 (22)	6.5 (104)
Vocational	4.9 (42)	3.9 (10)	11.5 (24)	6.7 (19)	5.9 (95)
Miscellaneous	3.3 (28)	3.5 (9)	3.8 (8)	4.6 (13)	3.6 (58)
TOTAL	100.0 (851)	100.0 (254)	100.0 (209)	100.0 (285)	100.0 (1599)

$P < .01$

TABLE 5

PREFERRED METHOD FOR LEARNING UNMET NEED BY LOCATION

	MAIN URBAN	SECONDARY URBAN	OTHER URBAN	RURAL	TOTAL
Go to group classes or coaching sessions	62.5 (323)	59.7 (108)	63.7 (79)	56.7 (110)	61.0 (620)
Take private lessons from a tutor or coach	25.5 (132)	23.8 (43)	23.4 (29)	28.9 (56)	25.6 (260)
Belong to an organised discussion group	4.1 (21)	5.0 (9)	1.6 (2)	3.6 (7)	3.8 (39)
Take a correspondence course with lessons by mail	1.9 (10)	5.0 (9)	5.6 (7)	5.7 (11)	3.6 (37)
Go to talks or conferences	2.3 (12)	1.7 (3)	4.0 (5)	2.1 (4)	2.4 (24)
Take a correspondence course including lessons on T.V.	2.5 (13)	0.6 (1)		2.6 (5)	1.9 (19)
Take a correspondence course including lessons on radio	0.2 (1)	2.2 (4)		0.5 (1)	0.6 (6)
Did not know	1.0 (5)	2.2 (4)	1.6 (2)		1.1 (11)
TOTAL	100.0 (517)	100.0 (181)	100.0 (124)	100.0 (194)	100.0 (1016)

P<.05

dwellers (59.7%) and rural respondents (56.7%) indicated this method. Rural respondents indicated that they would prefer private lessons more often than other groups. Main urban residents said this next most often with secondary and other urban respondents saying it least often. The numbers mentioning other methods were very small.

Reasons for Wanting to Learn Unmet Need

As Table 6 indicates, main urban respondents were more likely than others to want to learn an activity to "prepare them for a new job". Secondary urban respondents were more likely to want to learn an activity so that they could "spend their spare time more enjoyably". The most likely group to say they wanted an activity to "help them in their job" was the other urban group.

Reasons for Not Having Learnt Unmet Need

Table 7 contains the reasons respondents gave for not having learnt their unmet need yet. "Lack of time" was the most frequently stated reason for all four locational groups, but a higher percentage of main urban dwellers (39.3%) mentioned this than the other groups - secondary urban (31.3%), other urban (30.6%) and rural (28.4%). The two other main reasons stated by main urban residents were "a clash with other commitments" and "a recent interest only". The other two reasons given by secondary urban residents were: "The amount of money the respondent could afford" and "a clash with other commitments". Reasons mentioned by other urban dwellers were "no classes available" and "amount of money respondent could afford". The two other reasons frequently given by rural respondents were "distance respondent would have to travel" and "clash with other commitments".

Interests

There was a slight relationship between location and interests. As can be seen from Table 8 there was a tendency for secondary urban and rural residents to be almost equally likely to have an interest with main urban and other urban residents somewhat less likely to. The four groups were very similar in terms of the types of interests they had.

TABLE 6

REASONS FOR WANTING TO LEARN UNMET NEED BY LOCATION

The respondent would like to learn their unmet need to:	MAIN URBAN	SECONDARY URBAN	OTHER URBAN	RURAL	TOTAL
Improve their general education	17.6 (90)	17.8 (32)	17.1 (21)	15.6 (30)	17.2 (173)
Spend their spare time more enjoyably	15.3 (78)	20.6 (37)	15.4 (19)	17.7 (34)	16.7 (168)
Give them an interest outside their job or home	15.7 (80)	12.8 (23)	16.3 (20)	17.7 (34)	16.7 (157)
Improve some aspect of their home or family life	13.7 (70)	10.6 (19)	13.8 (17)	15.1 (29)	13.4 (135)
Learn more about their special interest	10.6 (54)	12.2 (22)	7.3 (9)	11.5 (22)	10.6 (107)
Prepare them for a new job	11.5 (59)	5.0 (9)	6.5 (8)	6.3 (12)	8.7 (88)
Help them in their job	7.4 (38)	7.2 (13)	13.0 (16)	8.9 (17)	8.3 (84)
Make some contribution towards the community	6.1 (31)	9.4 (17)	8.1 (10)	3.1 (6)	6.4 (64)
Meet other people with similar interests	2.2 (11)	4.4 (8)	2.4 (3)	4.2 (8)	3.0 (30)
TOTAL	100.0 (511)	100.0 (180)	100.0 (123)	100.0 (192)	100.0 (1006)

TABLE 7

REASONS FOR NOT HAVING LEARNT UNMET NEED YET BY LOCATION

	MAIN URBAN	SECONDARY URBAN	OTHER URBAN	RURAL	TOTAL
Lack of time	39.3 (202)	31.3 (57)	30.6 (38)	28.4 (55)	34.7 (352)
Clash with other commitments	8.9 (46)	11.5 (21)	6.5 (8)	8.2 (16)	9.0 (91)
Amount of money respondent could afford	5.4 (28)	14.3 (26)	9.7 (12)	6.7 (13)	7.8 (79)
No classes available	3.3 (17)	7.1 (13)	12.9 (16)	6.7 (13)	5.8 (59)
A recent interest only	6.6 (34)	4.4 (8)	2.4 (3)	7.2 (14)	5.8 (59)
Amount of energy respondent had	5.3 (27)	1.7 (3)	5.7 (7)	3.6 (7)	4.3 (44)
Lack of knowledge about courses	5.1 (26)	7.7 (14)	-	2.1 (4)	4.3 (44)
Distance respondent would have to travel	1.4 (7)	1.7 (3)	5.7 (7)	12.4 (24)	4.0 (41)
Family commitments	4.1 (21)	3.3 (6)	3.2 (4)	5.2 (10)	4.0 (41)
Amount of background experience or knowledge respondents had	4.7 (24)	1.7 (3)	0.8 (1)	3.1 (6)	3.4 (34)
Personal reasons	2.3 (12)	3.9 (7)	5.7 (7)	2.1 (4)	3.0 (30)
Health reasons	2.7 (14)	1.1 (2)	6.5 (8)	1.0 (2)	2.6 (26)
No opportunity	1.9 (10)	2.2 (4)	4.0 (5)	3.1 (6)	2.5 (25)
Lack of transport	2.9 (15)	0.6 (1)	-	1.0 (2)	1.8 (18)
Respondent moving around	0.8 (4)	2.2 (4)	-	1.0 (2)	1.0 (10)
Lack of equipment or facilities	0.8 (4)	0.6 (1)	-	1.5 (3)	0.8 (8)
Age	0.4 (2)	1.1 (2)	1.6 (2)	1.0 (2)	0.8 (8)
Classes full	0.4 (2)	-	1.6 (2)	0.5 (1)	0.5 (5)
Other reasons	3.5 (18)	3.3 (6)	3.2 (4)	5.2 (10)	3.7 (38)
Missing	0.2 (1)	0.6 (1)	-		0.2 (2)
TOTAL	100.0 (514)	100.0 (182)	100.0 (124)	100.0 (1941)	100.0 (1014)

TABLE 8

INTERESTS BY LOCATION

	MAIN URBAN	SECONDARY URBAN	OTHER URBAN	RURAL	TOTAL
No Interest	22.0 (187)	18.9 (48)	24.9 (52)	18.2 (52)	21.2 (339)
Craft	36.9 (314)	33.1 (84)	31.6 (66)	34.0 (97)	35.1 (561)
Educational	3.6 (31)	2.8 (7)	1.9 (4)	2.5 (7)	3.1 (49)
Art	9.2 (78)	7.1 (18)	6.2 (13)	7.0 (20)	8.1 (129)
Pastime	2.5 (21)	4.3 (11)	5.7 (12)	7.4 (21)	4.1 (65)
Organisational	2.8 (24)	3.9 (10)	3.3 (7)	4.9 (14)	3.4 (55)
Sport	17.5 (149)	22.0 (56)	20.6 (43)	20.7 (59)	19.2 (307)
Vocational	0.2 (2)	-	-	-	0.1 (2)
Miscellaneous	5.3 (45)	7.9 (20)	5.7 (12)	5.3 (15)	5.8 (92)
TOTAL	100.0 (851)	100.0 (254)	100.0 (209)	100.0 (285)	100.0 (1599)

$P < .05$

Summary

Considering the overall pattern for participation in continuing education, the rural group appears to be the most active. Rural dwellers were the most likely tc have an adla and along with secondary urban residents more likely to state they had an unmet need and an interest than the other groups. Secondary urban residents were the least likely to be doing an adla and the most likely to express an unmet need to learn one.

The other urban locational group differed most from the other groups in terms of the types of adlas they did. They were the most likely to have done a craft adla but by contrast were also the most likely to have an unmet need for a vocational adla.

The greatest disparities for all locational groups (except the other urban group) between the reasons respondents gave for wanting to learn their unmet need and their reasons for doing their adlas were that a far higher proportion wanted to learn an unmet need to "spend their spare time more enjoyably" than had done an adla for this reason and a far lower proportion wanted to learn an unmet need to "help them in their job" than did an adla for this reason. There was much less disparity in the proportions of other urban residents giving these as reasons for learning adlas or unmet needs. Instead a greater proportion of this group did adlas to "learn more about their special interest" than gave this as a reason for wanting to learn their unmet need.

Of all the locational groups, rural respondents were the most likely to report that they had gained something different from their adla than had been their intention in doing it. Respondents generally reported that they got what they sought from their adlas.

The reasons most frequently given by respondents for not having learnt their unmet needs were time related. Additionally secondary urban and other urban respondents mentioned "the amount of money (they) could afford". Other urban respondents also mentioned "no classes available" and rural respondents gave "distance (they) would have to travel" as a reason.

B TRANSPORT:

As Table 9 indicates 77% of the population owned or had the use of a car, truck or van and 18% had no private transport. People who did adlas or had an unmet need or an interest were more likely than the general population to use a car, truck, or van as their main means of transport and less likely to have no private transport.

C AGE:

Respondents were divided into three age categories for the purposes of analysis: 16-29 years; 30-49 years; and 50 and over. The following section discusses adla participation, unmet needs and interests according to age.

As can be seen from Table 10 younger people were much more likely to have done adlas than older people. This relationship also holds true for some adla groupings - for example, younger people were more likely to be doing an educational adla than older people. For those doing sport there was not an even decline in numbers across the three age categories but a marked difference between those under 30 and those over 30. The pattern was different for craft adlas where the middle category (ages 30-49) was the group most likely to have learnt a craft. The proportion of respondents with a vocational adla declined markedly with age.

Similarly the younger the respondent the more likely he or she was to have an unmet need. This pattern was followed for almost all the different groupings of unmet needs (See Table 11).

Table 12 shows that the relationship between age and participation in interests was not as marked as for adlas or unmet needs. There was virtually no difference between the 16-29 years group and the 30-49 years group and only a slight difference between those above 50 and those below. Participation in sport declined with age and those over 50 were the most likely to have a craft interest.

TABLE 9

TRANSPORT

	TOTAL SAMPLE	ADLAS	INTEREST		UNMET NEED	
			Yes	No	Yes	No
Car, Truck, Van	77.4 (1237)	83.2 (392)	80.7 (1015)	65.1 (222)	80.8 (831)	71.2 (406)
Motor or Power Cycle	2.3 (37)	4.2 (20)	2.5 (32)	1.5 (5)	2.7 (28)	1.6 (9)
Bicycle	2.6 (42)	2.1 (10)	2.9 (36)	1.8 (6)	3.0 (31)	1.9 (11)
No Private Transport	17.7 (283)	10.4 (49)	13.9 (175)	31.7 (108)	13.5 (139)	25.3 (144)
TOTAL	100.0 (1599)	100.0 (471)	100.0 (1258)	100.0 (341)	100.0 (1029)	100.0 (570)

TABLE 10

ADLA PARTICIPATION BY AGE

	16 - 29	30 - 49	50 and over	TOTAL
No Adla	54.5 (246)	5.1 (371)	88.4 (511)	70.5 (1128)
Craft	4.9 (22)	6.7 (38)	3.6 (21)	5.1 (81)
Educational	10.4 (47)	7.5 (43)	2.1 (12)	6.4 (102)
Art	1.3 (6)	2.3 (13)	0.9 (5)	1.5 (24)
Pastime	3.8 (17)	1.9 (11)	0.2 (1)	1.8 (29)
Organisational	1.8 (8)	3.2 (18)	0.7 (4)	1.9 (30)
Sport	7.3 (33)	2.6 (15)	1.0 (6)	3.4 (54)
Vocational	12.9 (58)	6.7 (38)	1.9 (11)	6.7 (107)
Miscellaneous	3.1 (14)	4.0 (23)	1.2 (7)	2.8 (44)
TOTAL	100.0 (451)	100.0 (570)	100.0 (578)	100.0 (1599)

P<.001

TABLE 11

UNMET NEED BY AGE

	16 - 29	30 - 49	50 and over	TOTAL
No Unmet Need	18.2 (82)	28.6 (163)	56.2 (325)	35.6 (570)
Craft	25.1 (113)	22.6 (129)	18.3 (106)	21.8 (348)
Educational	17.7 (80)	14.4 (82)	7.6 (44)	12.9 (206)
Art	8.0 (36)	8.6 (49)	6.7 (39)	7.8 (124)
Pastime	5.1 (23)	4.2 (24)	1.7 (10)	3.6 (57)
Organisational	2.9 (13)	2.8 (16)	1.4 (8)	2.3 (37)
Sport	10.0 (45)	7.5 (43)	2.8 (16)	6.5 (104)
Vocational	9.8 (44)	6.7 (38)	2.2 (13)	5.9 (95)
Miscellaneous	3.3	4.6 (26)	2.9 (17)	3.6 (58)
TOTAL	100.0 (451)	100.0 (570)	100.0 (578)	100.0 (1599)

P<.001

TABLE 12

INTERESTS BY AGE

	16 - 29 yrs	30 - 49	50 and over	TOTAL
No Interest	17.7 (80)	19.3 (110)	25.8 (149)	21.2 (339) 9
Craft	31.3 (141)	31.8 (181)	41.3 (239)	35.1 (561)
Educational	2.0 (9)	5.1 (29)	1.9 (11)	3.1 (49)
Art	9.8 (44)	6.8 (39)	8.0 (46)	8.1 (129)
Pastime	4.4 (20)	5.6 (32)	2.2 (13)	4.1 (65)
Organisational	3.1 (14)	4.0 (23)	3.1 (18)	3.4 (55)
Sport	26.6 (120)	20.5 (117)	12.1 (70)	19.2 (307)
Vocational	-	-	0.3 (2)	0.1 (2)
Miscellaneous	5.1 (23)	6.8 (39)	5.2 (30)	5.8 (92)
TOTAL	100.0 (451)	100.0 (570)	100.0 (578)	100.0 (1599)

P<.00143

The frequency with which people had adlas, unmet needs and, to a lesser extent, interests declined with age. In terms of types of activities this was particularly marked for the sport and vocational categories. This decline in participation according to age was not apparent for the craft category.

D SEX:

The following section examines participation in continuing education according to sex. As well as an analysis of continuing education variables by sex, variables relating to dependent children and to women's employment were also considered in relation to their effect on participation in continuing education.

Adla Participation

Table 13 shows adla participation according to sex. The only significant differences between the sexes were that females most often learnt a craft activity and males most often learnt a vocational adla.

Reasons for Doing Adlas

Table 14 shows the reasons males and females gave for doing their adla. Males were significantly more likely to say they did the activity to help them in their job. Females were more likely to say they learnt the activity to help with some aspect of their home or family life or to give them an outside interest.

Difficulties Experienced While Learning Adlas

Table 15 shows some differences between males and females in their response to a question on the difficulties they experienced while learning their adla. Males were significantly more likely than females to mention as difficulties the amount of background knowledge or experience they had and the distance they had to travel to the activity. Females were significantly more likely to say that the amount of money they could afford and the availability of transport were difficulties.

TABLE 13

ADLA PARTICIPATION BY SEX

	MALE	FEMALE	TOTAL
No Adla	70.0 (518)	71.0 (610)	70.5 (1128)
Craft	2.7 (20)	7.1 (61)	5.1 (81)
Educational	6.9 (51)	5.9 (51)	6.4 (102)
Art	1.4 (10)	1.6 (14)	1.5 (24)
Pastime	2.6 (19)	1.2 (10)	1.8 (29)
Organisational	1.4 (10)	2.3 (20)	1.9 (30)
Sport	2.8 (21)	3.8 (33)	3.4 (54)
Vocational	10.3 (76)	3.6 (31)	6.7 (107)
Miscellaneous	2.0 (15)	3.4 (29)	2.8 (44)
TOTAL	100.0 (740)	100.0 (859)	100.0 (1599)

P<.001

TABLE 14

REASONS FOR LEARNING ADLAS BY SEX

The activity was done to help the respondent:	MALES	FEMALES	TOTAL
In their job	37.3 (81)	9.8 (24)	22.7 (105)
Improve their general education/knowledge/ experience	20.7 (45)	14.6 (36)	17.5 (81)
Learn more about their special interests	17.5 (38)	17.5 (43)	17.5 (81)
With some aspect of their home or family life	3.2 (7)	16.3 (40)	10.2 (47)
By giving them an interest outside their job/home	3.7 (8)	18.7 (46)	11.7 (54)
Prepare for a new job	8.8 (19)	6.3 (16)	7.6 (35)
Make some contribution towards the community	5.1 (11)	6.1 (15)	5.6 (26)
Spend their spare time more enjoyably	2.3 (5)	5.7 (14)	4.1 (19)
Meet other people with similar interests	1.4 (3)	4.9 (12)	3.2 (15)
TOTAL	100.0 (217)	100.0 (246)	100.0 (463)

P<.001

TABLE 15

DIFFICULTIES EXPERIENCED WHILE LEARNING ADLAS BY SEX

	MALES	FEMALES	TOTAL
Amount of time respondent could spare to go to activity	27.2 (31)	30.1 (43)	28.8 (74)
Amount of background knowledge or experience respondent had.	33.3 (38)	18.2 (26)	24.9 (64)
Distance respondent had to travel to activity	15.8 (18)	8.4 (12)	11.7 (30)
Amount of money respondent could afford to spend on activity	6.1 (7)	14.7 (21)	10.9 (28)
Amount of energy respondent had	7.0 (8)	14.0 (20)	10.9 (28)
Amount of keeness respondent had	8.8 (10)	5.6 (8)	7.0 (18)
Availability of transport to activity	1.8 (2)	9.1 (13)	5.8 (15)
TOTAL	100.0 (114)	100.0 (143)	100.0 (257)

P<.001

Methods Used to Learn Adlas

As can be seen from Table 16 females were significantly more likely to go to classes to learn their adlas whereas males were more likely to go to talks.

Completion of Adlas

As Table 17 indicates males were significantly more likely than females to have completed the whole course.

Dependent Children

Table 18 contains information about adla participation by males and females according to whether they had no children, pre-school children (and possibly school children) - or school children (and no pre-school children). There was a significant relationship between the "dependent children" variable and adla participation for females but not for males.

For females a higher proportion of those with no children (compared with the total sample) had no adlas and a lower proportion of those with school children had no adlas. For males there was no relationship between the "dependent children" variable and adla participation.

The small numbers in each cell preclude any conclusions being drawn as to the differences in the types of adlas learnt by each group.

Women's Employment

Table 19 shows the relationship between women's employment and adla participation. Those who were in paid employment for less than twenty hours a week were most likely to be doing an adla and those who were not employed were the least likely. Those who were employed part time were also more likely than the other groups to be learning a craft or an organisational adla.

Women in full time employment were most likely to be doing a vocational adla followed by part-time workers with those not in

TABLE 16

METHODS USED TO LEARN ADLAS BY SEX

	MALES	FEMALES	TOTAL
Classes	59.9 (133)	73.9 (184)	67.3 (317)
Talks	18.0 (40)	5.2 (13)	11.3 (53)
Private lessons	7.2 (16)	8.0 (20)	7.6 (36)
Correspondence	9.9 (22)	6.8 (17)	8.3 (39)
Discussion group	5.0 (11)	6.0 (15)	5.5 (26)
TOTAL	100.0 (222)	100.0 (249)	100.0 (471)

$P < .001$

TABLE 17

COMPLETION OF ADLAS BY SEX

	MALES	FEMALES	TOTAL
Completed whole activity	79.7 (177)	67.1 (167)	73.0 (344)
Activity still in progress	10.8 (24)	10.8 (27)	10.8 (51)
Completed half or more	4.5 (10)	12.4 (31)	8.7 (41)
Completed less than half	5.0 (11)	9.6 (24)	7.4 (35)
TOTAL	100.0 (222)	100.0 (249)	100.0 (471)

P<.001

TABLE 18

ADLA PARTICIPATION BY SEX AND DEPENDENT CHILDREN

Males:	Craft	Educational	Art	Pastime	Organisational	Sport	Vocational	Miscellaneous	No Adla	TOTAL
No Children	35.0 (7)	49.0 (25)	60.0 (6)	47.4 (9)	50.0 (5)	61.9 (13)	43.4 (33)	13.3 (2)	51.0 (264)	49.2 (364)
Preschool children (and possibly school children)	35.0 (7)	21.6 (11)	-	36.8 (7)	30.0 (3)	23.8 (5)	31.6 (24)	40.0 (6)	22.6 (117)	24.3 (180)
School children (and no preschool children)	30.0 (6)	29.4 (15)	40.0 (4)	15.8 (3)	20.0 (2)	14.3 (3)	25.0 (19)	46.7 (7)	26.4 (137)	26.5 (196)
Total	100.0 (20)	100.0 (51)	100.0 (10)	100.0 (19)	100.0 (10)	100.0 (21)	100.0 (76)	100.0 (15)	100.0 (518)	100.0 (740)
Females:										
No children	37.7 (23)	41.2 (21)	21.4 (3)	30.0 (3)	25.0 (5)	48.5 (16)	48.4 (15)	24.1 (7)	56.1 (342)	50.6 (435)
Preschool children (and possibly school children)	23.0 (14)	15.7 (8)	7.1 (1)	40.0 (4)	45.0 (9)	18.2 (6)	12.9 (4)	24.1 (7)	21.1 (129)	21.2 (182)
School children (and no preschool children)	39.3 (24)	43.1 (22)	71.4 (10)	30.0 (3)	30.0 (6)	33.3 (11)	38.7 (12)	51.7 (15)	22.8 (139)	28.2 (242)
TOTAL	100.0 (61)	100.0 (51)	100.0 (14)	100.0 (10)	100.0 (20)	100.0 (33)	100.0 (31)	100.0 (29)	100.0 (610)	100.0 (859)

$P < .001$ (Females only)

TABLE 19

ADLA PARTICIPATION BY WOMEN'S EMPLOYMENT

	No in paid employment	In Part-Time (less than 20 hours) employment	In full-time (20 hours or more) employment	TOTAL Row Total
No Adla	78.1 (409)	56.3 (45)	61.2 (156)	71.0 (610)
Craft	5.9 (31)	18.8 (15)	5.9 (15)	7.1 (61)
Educational	3.6 (19)	3.8 (3)	11.4 (29)	5.9 (51)
Art	2.1 (11)	1.3 (1)	0.8 (2)	1.6 (14)
Pastime	1.0 (5)	1.3 (1)	1.6 (4)	1.2 (10)
Organisational	2.3 (12)	6.3 (5)	1.2 (3)	2.3 (20)
Sport	3.4 (18)	2.5 (2)	5.1 (13)	3.8 (33)
Vocational	0.8 (4)	3.8 (3)	9.4 (24)	3.6 (31)
Miscellaneous	2.9 (15)	6.3 (5)	3.5 (9)	3.4 (29)
Column Total	100.0 (524)	100.0 (80)	100.0 (255)	100.0 (859)

$P < .001$

paid employment being the least likely. Full time workers were more likely than the others to be doing an educational adla.

Unmet Need

As shown in Table 20, females were more likely than males to express an unmet need to learn an adla. Additionally, they were more likely to express a need to learn a craft adla whereas males more often wanted to learn a vocational activity.

Reasons for Wanting to Learn Unmet Need

Males and females generally gave the same reasons for wanting to learn their unmet need as they had given for doing adlas. Females were significantly more likely to want to learn their unmet need to "improve some aspect of their home life" or to "meet others with similar interests", whereas males were significantly more likely than females to want to learn an unmet need to help them in their present job. (See Table 21).

Preferred Methods for Learning Unmet Need

There was a significant relationship between sex and methods respondents said they would prefer to use to learn their unmet need. Females more often said they would prefer classes while males more often said they would prefer private lessons. (See Table 22).

Reasons for not Having Learnt Unmet Need Yet

Table 23 shows that similar reasons were given by both males and females for not having learnt their unmet need yet. The most marked difference between the sexes was that females stated "family commitments" more frequently than males.

Additionally males more frequently than females mentioned lack of time and money as constraints.

Dependent Children

Table 24 shows the unmet need males and females had according to which dependent children grouping they fell into. There was a significant relationship between the dependent children and unmet

TABLE 20

UNMET NEED BY SEX

	MALE	FEMALE	TOTAL
No unmet need	39.3 (291)	32.5 (279)	35.6 (570)
Craft	17.0 (126)	25.8 (222)	21.8 (348)
Educational	10.7 (79)	14.8 (127)	12.9 (206)
Art	6.1 (45)	9.2 (79)	7.8 (124)
Pastime	4.9 (36)	2.4 (21)	3.6 (57)
Organisational	1.5 (11)	3.0 (26)	2.3 (37)
Sport	8.4 (62)	4.9 (42)	6.5 (104)
Vocational	8.6 (64)	3.6 (31)	5.9 (95)
Miscellaneous	3.5 (26)	3.7 (32)	3.6 (58)
TOTAL	100.0 (740)	100.0 (859)	100.0 (1599)

TABLE 21

REASONS FOR WANTING TO LEARN UNMET NEED BY SEX

	MALES	FEMALE	TOTAL
To improve respondent's general education/ knowledge/experience	17.3 (76)	17.1 (97)	17.2 (173)
To help respondent spend his/her spare time more enjoyably	17.3 (76)	16.2 (92)	16.7 (168)
To give respondent an interest outside job/home	13.9 (61)	16.9 (96)	15.6 (157)
To improve some aspect of respondents home life	9.6 (42)	16.4 (93)	13.4 (135)
To learn more about respondent's special interest	10.7 (47)	10.6 (60)	10.6 (107)
To prepare for a new job	9.3 (41)	8.3 (47)	8.7 (88)
To help respondent in present job	15.5 (68)	2.8 (16)	8.3 (84)
To make some contribution toward the community	5.2 (23)	7.2 (41)	6.4 (64)
To meet other people with similar interests	1.1 (5)	4.4 (25)	3.0 (30)
TOTAL	100.0 (439)	100.0 (567)	100.0 (1006)

P<.001

TABLE 22

PREFERRED METHOD FOR LEARNING UNMET NEED BY SEX

	MALES	FEMALES	TOTAL
Group Classes	54.4 (242)	66.2 (378)	61.0 (620)
Private Lessons	31.2 (139)	21.2 (121)	25.6 (260)
Correspondence (Mail, T.V., Radio)	6.3 (28)	6.0 (34)	6.1 (62)
Talks	3.1 (14)	1.8 (10)	2.4 (24)
Discussion group	2.9 (13)	4.6 (26)	3.8 (39)
Don't know	2.0 (9)	0.4 (2)	1.1 (11)
Total	100.0 (445)	100.0 (571)	100.0 (1016)

$P < .001$

TABLE 23

REASON FOR NOT HAVING LEARNT UNMET NEED YET BY SEX

REASON	MALES	FEMALES	TOTAL
Amount of time respondents could afford	37.8 (167)	32.3 (185)	34.7 (352)
Clash with other commitments	8.8 (39)	9.1 (52)	9.0 (91)
Amount of money respondent could afford	10.6 (47)	5.6 (32)	7.8 (79)
No classes available	7.0 (31)	4.9 (28)	5.8 (59)
A recent interest only	6.1 (27)	5.6 (32)	5.8 (59)
Amount of energy respondend had	3.6 (16)	4.9 (28)	4.3 (44)
Lack of knowledge about activity	3.4 (15)	5.1 (29)	4.3 (44)
Distance respondent would have to travel	3.9 (17)	4.2 (24)	4.0 (41)
Family Commitments	0.5 (2)	6.8 (39)	4.0 (41)
Other reasons	3.9 (17)	3.7 (21)	3.7 (38)
Amount of background experience/knowledge respondent had (eg prerequisites)	2.9 (13)	3.7 (21)	3.4 (34)
Personal reasons	2.3 (10)	3.5 (20)	3.0 (30)
Health reasons	1.6 (7)	3.3 (19)	2.6 (26)
No opportunity	3.9 (17)	1.4 (8)	2.5 (25)
Lack of transport	0.7 (3)	2.6 (15)	1.8 (18)
Respondent moving around	0.9 (4)	1.0 (6)	1.0 (10)
Lack of equipment/facility available	0.9 (4)	0.7 (4)	0.8 (8)
Age	0.9 (4)	0.7 (4)	0.8 (8)
Classes full	0.2 (1)	0.7 (4)	0.5 (5)
Missing	0.2 (1)	0.2 (1)	0.2 (2)
TOTAL	100.1 (442)	100. (572)	100. (1014)

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TABLE 24

UNMET NEED BY SEX AND DEPENDENT CHILDREN

Males	Craft	Educational	Art	Pastime	Organisational	Sport	Vocational	Miscellaneous	No Unmet Need	TOTAL
No children	42.9 (54)	34.2 (27)	53.3 (24)	61.1 (22)	18.2 (2)	40.3 (25)	40.6 (26)	46.2 (12)	59.1 (172)	49.2 (364)
Preschool children (and possibly some school children)	23.8 (30)	31.6 (25)	20.0 (9)	13.9 (5)	45.5 (5)	29.0 (18)	31.3 (20)	34.6 (9)	20.3 (59)	24.3 (180)
School children (and no preschool children)	33.3 (42)	34.2 (27)	26.7 (12)	25.0 (9)	36.4 (4)	30.6 (19)	28.1 (18)	19.2 (5)	20.6 (60)	26.5 (196)
TOTAL	100.0 (126)	100.0 (79)	100.0 (45)	100.0 (36)	100.0 (11)	100.0 (62)	100.0 (64)	100.0 (26)	100.0 (291)	100.0 (740)
Females										
No children	45.9 (102)	40.2 (51)	50.6 (40)	23.8 (5)	53.8 (14)	33.3 (14)	32.3 (10)	40.6 (13)	66.7 (186)	50.6 (435)
Preschool children (and possibly some school children)	27.5 (61)	24.4 (31)	15.2 (12)	42.9 (9)	26.9 (7)	28.6 (12)	38.7 (12)	25.0 (8)	10.8 (30)	21.2 (182)
School children (and no preschool children	26.6 (59)	35.4 (45)	34.2 (27)	33.3 (7)	19.2 (5)	38.1 (16)	29.0 (9)	34.4 (11)	22.6 (63)	28.2 (242)
TOTAL	100.0 (222)	100.0 (127)	100.0 (79)	100.0 (21)	100.0 (26)	100.0 (42)	100.0 (31)	100.0 (32)	100.0 (279)	100.0 (859)

$P < .01$ (Males) $P < .001$ (Females)

need variables for both sexes. Both males and females were less likely to have an unmet need if they had no dependent children and more likely to if they had children.

Women's Employment and Unmet Need

The women most likely to have an unmet need were those in full time employment, with those not in paid employment being the least likely to. The three groups appeared to be very similar in terms of the types of unmet need they expressed. (See Table 25).

Interests

There were no differences between males and females in the likelihood of their having an interest. Females were more likely to have a craft interest and males a sport interest as can be seen from Table 26.

Dependent Children

As can be seen from Table 27 there was little relationship for either sex between the dependent children variable and whether or not respondents had an interest.

Women's Employment and Interests

Although the difference was not marked, women who were not in paid employment were less likely to have an interest than women in paid employment. Women not in paid employment were most likely (in comparison with other women) to have a craft interest and were the least likely of the three groups to have a pastime interest.

Part time workers were most likely to have organisational and pastime interests. They were least likely to have a craft interest. Women working full time were most likely to have a sporting interest (which could be a function of their age) and least likely to have an organisational interest. (See Table 28).

TABLE 25

UNMET NEED BY WOMEN'S EMPLOYMENT

	Not in paid employment	In Part-time (less than 20 hrs) employment	In full time (20 hours or more) employment	TOTAL
No unmet need	37.2 (195)	31.3 (25)	23.1 (59)	32.5 (279)
Craft	25.4 (133)	27.5 (22)	26.3 (67)	25.8 (222)
Educational	13.5 (71)	10.0 (8)	18.8 (48)	14.8 (127)
Art	8.2 (43)	8.8 (7)	11.4 (29)	9.2 (79)
Pastime	2.1 (11)	2.5 (2)	3.1 (8)	2.4 (21)
Organisational	3.2 (17)	1.3 (1)	3.1 (8)	3.0 (26)
Sport	4.0 (21)	6.3 (5)	6.3 (16)	4.9 (42)
Vocational	3.6 (19)	3.8 (3)	3.5 (9)	3.6 (31)
Miscellaneous	2.7 (14)	8.8 (7)	4.3 (11)	3.7 (32)
Column Total	100.0 (524)	100.0 (80)	100.0 (255)	100.0 (859)

$P < .05$

TABLE 26

INTERESTS BY SEX

	MALE	FEMALE	TOTAL
No Interest	20.3 (150)	22.0 (189)	21.2 (339)
Craft	30.9 (229)	38.6 (332)	35.1 (56)
Educational	2.3 (17)	3.7 (32)	3.1 (49)
Art	7.3 (54)	8.7 (75)	8.1 (129)
Pastime	4.6 (34)	3.6 (31)	4.1 (65)
Organisational	2.7 (20)	4.1 (35)	3.4 (55)
Sport	26.6 (197)	12.8 (110)	19.2 (307)
Vocational	-	0.2 (2)	0.1 (2)
Miscellaneous	5.3 (39)	6.2 (53)	5.8 (92)
TOTAL	100.0 (740)	100.0 (859	100.0 (1599)

TABLE 27

INTERESTS BY SEX AND DEPENDENT CHILDREN

Males	Craft	Educational	Art	Pastime	Organisational	Sport	Vocational	Miscellaneous	No Interest	TOTAL
No children	55.9 (128)	64.7 (11)	61.1 (33)	32.4 (11)	45.0 (9)	45.2 (89)	-	28.2 (11)	48.0 (72)	49.2 (364)
Preschool children (and possibly school children)	19.2 (44)	5.9 (1)	20.4 (11)	35.3 (12)	15.0 (3)	29.4 (58)	-	28.2 (11)	26.7 (40)	24.3 (180)
School children (and no preschool children)	24.9 (57)	29.4 (5)	18.5 (10)	32.4 (11)	40.0 (8)	25.4 (50)	-	43.6 (17)	25.3 (38)	26.5 (196)
TOTAL	100.0 (229)	100.0 (17)	100.0 (54)	100.0 (34)	100.0 (20)	100.0 (197)	-	100.0 (39)	100.0 (150)	100.0 (740)
Females										
No children	50.6 (168)	46.9 (15)	61.3 (46)	35.5 (11)	45.7 (16)	47.3 (52)	100.0 (2)	41.5 (22)	54.5 (103)	50.6 (435)
Preschool children (and possibly school children)	22.0 (73)	9.4 (3)	18.7 (14)	16.1 (5)	17.1 (6)	26.4 (29)	-	26.4 (14)	20.1 (38)	21.2 (182)
School children (and no preschool children)	27.4 (91)	43.8 (14)	20.0 (15)	48.4 (15)	37.1 (13)	26.4 (29)	-	32.1 (17)	25.4 (48)	28.2 (242)
TOTAL	100.0 (332)	100.0 (32)	100.0 (75)	100.0 (31)	100.0 (35)	100.0 (110)	100.0 (2)	100.0 (53)	100.0 (189)	100.0 (859)

P<.05 (Males)

TABLE 28

INTERESTS BY WOMEN'S EMPLOYMENT

	Not in paid employment	In part-time (less than 20 hour/week employment	In full time (20 hours or more/week employment	TOTAL
No Interest	24.8 (130)	17.5 (14)	17.6 (45)	22.0 (189)
Craft	40.3 (211)	33.8 (27)	36.9 (94)	38.6 (332)
Educational	3.2 (17)	0.0 (0)	5.9 (15)	3.7 (32)
Art	8.6 (45)	8.8 (7)	9.0 (23)	8.7 (75)
Pastime	1.7 (9)	8.8 (7)	5.9 (15)	3.6 (31)
Organisational	4.4 (23)	10.0 (8)	1.6 (4)	4.1 (35)
Sport	10.3 (54)	12.5 (10)	18.0 (46)	12.8 (110)
Vocational	0.4 (2)	-	-	0.2 (2)
Miscellaneous	6.3 (33)	8.8 (7)	5.1 (13)	6.2 (53)
Column Total	100.0 (524)	100.0 (80)	100.0 (255)	100.0 859

70

$P < .001$

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Summary

This section has examined the relationship between sex, dependent children and women's employment status, and involvement in continuing education. It has been shown that while there was no difference between the sexes in their overall rate of participation in adlas, women were more likely than men to have an unmet need to learn an adla. Women had most often learnt a craft activity, men a vocational activity and their unmet need followed the same pattern.

Similarly women had both done adlas and wanted to do their unmet need "to help with some aspect of home or family life", while for men the reason was "to help with their present job".

There was a sex difference too in the methods used to learn adlas and in the preferred method for learning unmet needs. Women had both used and preferred classes, while men had used talks but preferred private lessons.

It was found that while having dependent children made women more likely to have been adla participants it had no effect on men. On the other hand both women and men were more likely to have an unmet need if they had children.

Women not in paid employment were both least likely to have taken part in an adla and to have an unmet need. Those most likely to were women in part-time and full-time employment respectively. There was also a slight relationship between being in employment for women and having an interest. Overall, however, there was little sex difference on any of the variables related to interests.

E MARITAL STATUS:

Adla Participation

Table 29 contains information about marital status in relation to adla participation. Almost half of those respondents who had never been married were doing an adla compared with approximately 30% of the married or divorced respondents and only 10% of widowed

TABLE 29

ADLA PARTICIPATION BY MARITAL STATUS

	Never Married	Married	Separated/ Divorced	Widowed	TOTAL
No Adla	55.7 (142)	71.1 (771)	70.8 (68)	89.6 (147)	70.5 (1128)
Craft	4.3 (11)	5.2 (56)	6.3 (6)	4.9 (8)	5.1 (81)
Educational	11.0 (28)	6.2 (67)	7.3 (7)	-	6.4 (102)
Art	1.6 (4)	1.3 (14)	2.1 (2)	2.4 (4)	1.5 (24)
Pastime	2.0 (5)	2.1 (23)	1.0 (1)	-	1.8 (29)
Organisational	1.6 (4)	2.0 (22)	2.1 (2)	1.2 (2)	1.9 (30)
Sport	7.5 (19)	2.8 (30)	3.1 (3)	1.2 (2)	3.4 (54)
Vocational	14.1 (36)	6.4 (69)	2.1 (2)	-	6.7 (107)
Miscellaneous	2.4 (6)	3.0 (32)	5.2 (5)	0.6 (1)	2.8 (44)
TOTAL	100.0 (255)	100.0 (1084)	100.0 (96)	100.0 (164)	100.0 (1599)

P<.001

respondents. Additionally, the "never married" respondents were more likely than others to be learning an educational, vocational or sports adla. These differences were probably a function of the relative ages of the members of the four marital status groups.

Unmet Need

Table 30 shows that separated or divorced people were the most likely to say they had an unmet need, followed by never married and unmarried people. Widowed people were the least likely to have an unmet need. Married and separated or divorced respondents were more likely to express a need to learn a craft activity than were other respondents. Separated or divorced people were most likely to have an unmet need for an educational activity and widowed people were the least likely to.

Those who had never married were most likely to mention sport or vocational adlas and those who were widowed were the least likely to do so.

Interests

Never married, married and divorced respondents were very similar in terms of the likelihood of their having an interest (see Table 31.) Widowed respondents were less likely to have an interest.

Married and widowed people were more likely to have a craft interest than the other groups. Divorced respondents were the most likely to have an educational interest. Individuals who had never been married were the most likely to have a sporting interest and those who were widowed were the least likely.

F EMPLOYMENT:

The following section contains an analysis of the relationship between participation in continuing education and three employment variables. These employment variables are as follows: first, the paid employment variable which is simply whether or not respondents were working in paid employment; second an occupational classification

TABLE 30

UNMET NEED BY MARITAL STATUS

	Never Married	Married	Separated/ Divorced	Widowed	TOTAL
No Unmet Need	31.0 (79)	33.9 (367)	22.9 (22)	62.2 (102)	35.6 (570)
Craft	16.1 (41)	23.8 (258)	24.0 (23)	15.9 (26)	21.8 (348)
Educational	14.9 (38)	13.0 (141)	21.9 (21)	3.7 (6)	12.9 (206)
Art	8.2 (21)	7.1 (77)	10.4 (10)	9.8 (16)	7.8 (124)
Pastime	4.7 (12)	3.7 (40)	5.2 (5)	-	3.6 (57)
Organisational	3.9 (10)	2.1 (23)	1.0 (1)	1.8 (3)	2.3 (37)
Sport	10.6 (27)	6.5 (70)	4.2 (4)	1.8 (3)	6.5 (104)
Vocational	7.5 (19)	6.4 (69)	4.2 (4)	1.8 (3)	5.9 (95)
Miscellaneous	3.1 (8)	3.6 (39)	6.3 (6)	3.0 (5)	3.6 (58)
TOTAL	100.0 (255)	100.0 (1084)	100.0 (96)	100.0 (164)	100.0 (1599)

TABLE 31

INTERESTS BY MARITAL STATUS

	Never Married	Married	Separated/ Divorced	Widowed	TOTAL
No Interest	22.4 (57)	18.6 (202	18.8 (18)	37.8 (62)	21.2 (339)
Craft	27.8 (71)	37.3 (404)	29.2 (28)	35.4 (58)	35.1 (561)
Educational	3.5 (9)	2.8 (30)	8.3 (8)	1.2 (2)	3.1 (49)
Art	11.0 (28)	7.2 (78)	12.5 (12)	6.7 (11)	8.1 (129)
Pastime	2.7 (7)	4.8 (52)	2.1 (2)	2.4 (4)	4.1 (65)
Organisational	3.5 (9)	3.4 (37)	2.1 (2)	4.3 (7)	3.4 (55)
Sport	25.5 (65)	19.6 (212)	16.7 (16)	8.5 (14)	19.2 (307)
Vocational	-	0.2 (2)	-	-	0.1 (2)
Miscellaneous	3.5 (9)	6.2 (67)	10.4 (10)	3.7 (6)	5.8 (92)
Total	100.0 (255)	100.0 (1084)	100.0 (96)	100.0 (164)	100.0 (1599)

variable as measured by the New Zealand Standard Classification of Occupations (N.Z.S.C.O.), and finally a measure of employment status. The N.Z.S.C.O. categories used were as follows:

1 Professional, technical and related workers (abbreviated to Professional in the ensuing text and tables).

2 Administrative and managerial (abbreviated to Administrative)

3 Clerical and related (Clerical)

4 Sales

5 Service

6 Agricultural, animal husbandry and forestry, fishing and hunting (Agricultural)

7 Production and related transport workers, equipment operators and labourers (Production).

The employment status categories were as follows:

1 Receiving a salary or wage (abbreviated to Salary and Wage)

2 Employing labour in own business or profession (Employing labour)

3 Working on own account and not employing labour (Self-Employed)

4 Relative assisting, but not receiving wages (Relative assisting)

5 Unpaid household work

6 Student

7 Retired

8 Unemployed

9 Not working for pay or other reasons, eg. invalid (Invalid etc).

As can be seen from Tables 32 to 57 very few respondents fell into some of the employment categories (eg. unemployed) and for this reasons no interpretation of the findings of these particular groups is offered in the text.

Throughout this section the three employment variables have been considered together; for example, it is mentioned that those in paid employment, salary and wage earners and professionals were over-represented in particular adlas. It must be noted that those in paid employment, salary and wage earners, and professionals could often be the same people.

Adla Participation

Overall, respondents working in paid employment (particularly salary and wage earners) and those from the professional, administrative and clerical groups were the most likely to have done adlas. In terms of types of adlas done, respondents in paid employment (particularly salary and wage earners), those employing labour, and professionals were over-represented and retired respondents under-represented in the vocational and educational groups. Administrative and clerical workers were also over-represented in the educational adla category with respondents working in production under-represented in this.

Adla participation according to paid employment, occupational group (NZSCO) and employment status is recorded in Tables 32, 33 and 34 respectively.

Reasons respondents gave for learning their adla were significantly related to whether or not they had a paid occupation (see Table 35) and to their employment status (see Table 36). Those in paid work (particularly salary and wage earners) were more likely to learn an activity to help them in their job whereas those not working were

TABLE 32

ADLA PARTICIPATION BY PAID EMPLOYMENT

	No Adla	Craft	Educational	Art	Pastime	Organisational	Sport	Vocational	Miscellaneous	TOTAL
Working in paid employment	64.1 (599)	5.0 (47)	8.0 (75)	1.4 (13)	2.4 (22)	1.8 (17)	3.4 (32)	10.8 (101)	3.1 (29)	100.0 (935)
Not working in paid employment	79.7 (529)	5.1 (34)	4.1 (27)	1.7 (11)	1.1 (7)	2.0 (13)	3.3 (22)	0.9 (6)	2.3 (15)	100.0 (664)
Total	70.5 (1128)	5.1 (81)	6.4 (102)	1.5 (24)	1.8 (29)	1.9 (30)	3.4 (54)	6.7 (107)	2.8 (44)	100.0 (1599)

P .001

TABLE 33
ADLA PARTICIPATION BY NZSCO

	Professional	Administrative	Clerical	Sales	Service	Agricultural	Production	Missing	TOTAL
No Adla	43.6 (65)	55.9 (19)	59.2 (93)	64.8 (46)	66.3 (59)	71.4 (80)	73.4 (237)	-	64.0 (599)
Craft	6.7 (10)	-	7.0 (11)	8.5 (6)	2.2 (2)	2.7 (3)	4.6 (15)	-	5.0 (47)
Educational	11.4 (17)	26.5 (9)	13.4 (21)	8.5 (6)	5.6 (5)	8.9 (10)	2.2 (7)	-	8.0 (75)
Art	4.0 (6)	-	0.6 (1)	1.4 (1)	-	0.9 (1)	1.2 (4)	-	1.4 (13)
Pastime	2.7 (4)	-	3.2 (5)	-	3.4 (3)	2.7 (3)	2.2 (7)	-	2.4 (22)
Organisational	2.7 (4)	2.9 (1)	1.3 (2)	-	5.6 (5)	-	1.5 (5)	-	1.8 (17)
Sport	4.0 (6)	5.9 (2)	5.7 (9)	1.4 (1)	2.2 (2)	4.5 (5)	2.2 (7)	100.0 (1)	3.5 (33)
Vocational	21.5 (32)	5.9 (2)	6.4 (10)	14.1 (10)	10 .1 (9)	7.1 (8)	9.3 (30)	-	10.8 (101)
Miscellaneous	3.4 (5)	2.9 (1)	3.2 (5)	1.4 (1)	4.5 (4)	1.8 (2)	3.4 (11)	-	3.1 (29)
Total	100.0 (149)	100.0 (34)	100.0 (157)	100.0 (71)	100.0 (89)	100.0 (112)	100.0 (323)	100.0 (1)	100.0 (936)

P<.001

TABLE 34
ADLA PARTICIPATION BY EMPLOYMENT STATUS

	Salary & Wage	Employ Labour	Self-employed	Relative assisting	Unpaid housework	Student	Retired	Unemployed	Invalid	TOTAL
No Adla	63.0 (467)	70.0 (28)	76.9 (60)	70.0 (7)	72.4 (307)	17.6 (3)	92.7 (217)	68.8 (11)	71.8 (28)	70.5 (1128)
Craft	4.2 (31)	-	2.6 (2)	20.0 (2)	8.0 (34)	-	3.8 (9)	-	7.7 (3)	5.1 (81)
Educational	8.5 (63)	10.0 (4)	7.7 (6)	-	3.5 (15)	47.1 (8)	0.4 (1)	12.5 (2)	7.7 (3)	6.4 (102)
Art	0.9 (7)	2.5 (1)	3.8 (3)	-	2.6 (11)	-	0.9 (2)	-	-	1.5 (24)
Pastime	2.4 (18)	2.5 (1)	2.6 (2)	-	1.4 (6)	-	0.4 (1)	6.3 (1)	-	1.8 (291)
Organisational	1.6 (12)	-	-	-	3.5 (15)	-	0.4 (1)	-	5.1 (2)	1.9 (30)
Sport	3.8 (28)	2.5 (1)	1.3 (1)	-	3.8 (16)	23.5 (4)	1.3 (3)	-	2.6 (1)	3.4 (54)
Vocational	12.3 (91)	12.5 (5)	2.6 (2)	-	0.9 (4)	11.8 (2)	-	12.5 (2)	2.6 (1)	6.7 (107)
Miscellaneous	3.2 (24)	-	2.6 (2)	10.0 (1)	3.8 (16)	-	-	-	2.6 (1)	2.8 (44)
Total	100.0 (741)	100.0 (40)	100.0 (78)	100.0 (10)	100.0 (424)	100.0 (17)	100.0 (234)	100.0 (16)	100.0 (39)	100.0 (1599)

56

P<.001

87

TABLE 35

REASONS FOR DOING AN ADLA BY PAID EMPLOYMENT

The activity was done to	help them in their job	improve their general education	learn more about their special interest	give them an interest outside their job or home	improve some aspect of their home or family life	prepare them for a new job	make some contribution towards the community	Spend their spare time more enjoyably	meet other people with similar interests	TOTAL
Working in paid employment	31.0 (102)	17.6 (58)	17.3 (57)	8.8 (29)	6.4 (21)	6.7 (22)	5.8 (19)	3.0 (10)	3.3 (11)	100.0 (329)
Not working in paid employment	2.2 (3)	17.2 (23)	17.9 (24)	18.7 (25)	19.4 (26)	9.7 (13)	5.2 (7)	6.7 (9)	3.0 (4)	100.0 (134)
Total	22.7 (105)	17.3 (81)	17.5 (81)	11.7 (54)	10.2 (47)	7.6 (35)	5.6 (26)	4.1 (19)	3.2 (15)	100.0 (463)

P<.001

TABLE 36

REASONS FOR DOING AN ADLA BY EMPLOYMENT STATUS

The activity was done to:	Salary and wage	Employing Layout	Self-employed	Relative assisting	Unpaid housework	Student	Retired	Un-employed	Invalid	TOTAL
help them in their job	35.1 (94)	25.0 (3)	27.8 (5)	-	0.9 (1)	-	-	20.0 (1)	9.1 (1)	22.7 (105)
improve their general education	18.3 (49)	25.0 (3)	27.8 (5)	-	11.3 (13)	21.4 (3)	11.8 (2)	60.0 (3)	27.3 (3)	17.5 (81)
learn more about their special interest	15.7 (42)	41.7 (5)	22.2 (4)	-	20.0 (23)	21.4 (3)	5.9 (1)	20.0 (1)	18.2 (2)	17.5 (81)
give them an interest outside their job or home	8.6 (23)	8.3 (1)	-	33.3 (1)	19.1 (22)	-	29.4 (5)	-	18.2 (2)	11.7 (54)
improve some aspect of their home life	4.5 (12)	-	-	-	27.8 (32)	-	11.8 (2)	-	9.1 (1)	10.2 (47)
prepare them for a new job	7.8 (21)	-	-	-	4.3 (5)	57.1 (8)	-	-	9.1 (1)	7.6 (35)
make some contribution towards the community	5.6 (15)	-	5.6 (1)	33.3 (1)	6.1 (7)	-	11.8 (2)	-	-	5.6 (26)
spend their sparetime more enjoyably	1.9 (5)		11.1 (2)	33.3 (1)	5.2 (6)	-	23.5 (4)	-	9.1 (1)	4.1 (19)
meet other people with similar interests	2.6 (7)	-	5.6 (1)	-	5.2 (6)	-	5.9 (1)	-	-	3.2 (15)
TOTAL	100.0 (268)	100.0 (12)	100.0 (18)	100.0 (3)	100.0 (115)	100.0 (14)	100.0 (17)	100.0 (5)	100.0 (11)	100.0 (463)

P<.001

more likely to give one of the following reasons: to improve home or family life (often given by those doing unpaid housework); to give them an outside interest; to help them spend their spare time more enjoyably; or to prepare them for a new job.

There was no significant relationship between occupational group as measured by NZSCO and reasons respondents gave for having learnt their adlas.

The difficulties people experienced while learning their adlas were significantly related to whether or not they were in paid employment and to their employment status (see Tables 37 and 38). Those in paid employment were more likely to say their level of background experience was a problem whereas those not working were more likely to say money was a difficulty. In particular, those doing unpaid household work mentioned money as a difficulty as well as transport and time problems.

Occupational group according to NZSCO was not significantly related to difficulties people experienced while learning their adlas.

There was a slight relationship between whether respondents were in paid employment and completion of adlas. Those in paid employment were slightly more likely to have completed their adla or for it to be still in progress, while those not working were more likely to have completed less than their whole adla. (See Table 39.)

There was no significant relationship between completing an adla and any other employment variables.

Unmet Need

As can be seen from Tables 40, 41 and 42, respondents working in paid employment, particularly those in professional, administrative and clerical groups were most likely to say they had unmet needs.

In terms of types of adlas respondents wanted to learn, professional, sales, and service workers along with those doing unpaid housework were over-represented in the group wanting to learn a craft while administrative and agricultural workers, together with retired people and those employing labour were under-represented.

TABLE 37

DIFFICULTIES EXPERIENCED WHILE LEARNING ADLAS BY PAID EMPLOYMENT

	Lack of time	Amount of background experience	Distance they had to travel	Lack of money	Lack of emergy	Amount of keeness	Transport difficulties	TOTAL
Working in paid employment	27.4 (49)	30.2 (54)	11.7 (21)	6.7 (12)	11.2 (20)	8.4 (15)	4.5 (8)	100.0 (179)
Not working in paid employment	32.1 (25)	12.8 (10)	11.5 (9)	20.5 (16)	10.3 (8)	3.8 (3)	9.0 (7)	100.0 (78)
Total	28.8 (74)	24.9 (64)	11.7 (30)	10.9 (28)	10.9 (28)	7.0 (18)	5.8 (15)	100.0 (257)

P<.005

TABLE 38

DIFFICULTIES EXPERIENCED WHILE LEARNING ADLAS BY EMPLOYMENT STATUS

	Salary & Wage	Employing Labour	Self-employed	Relative assisting	Unpaid housework	Student	Retired	Unemployed	Invalid	TOTAL
Lack of time	26.7 (39)	40.0 (2)	30.8 (4)	-	36.5 (23)	-	36.4 (4)	50.0 (1)	11.1 (1)	28.8 (74)
Amount of background experience	32.9 (48)	-	23.1 (3)	-	14.3 (9)	-	9.1 (1)	50.1 (1)	22.2 (2)	24.9 (64)
Distance they had to travel	9.6 (14)	-	38.5 (5)	-	9.5 (6)	14.3 (1)	9.1 (1)	-	33.3 (3)	11.7 (30)
Amount of money they could afford	6.2 (9)	40.0 (2)	-	-	15.9 (10)	57.1 (4)	9.1 (1)	-	22.2 (2)	10.9 (28)
Amount of energy they had	11.6 (17)	20.0 (1)	-	-	11.1 (7)	28.6 (2)	9.1 (1)	-	-	10.9 (28)
Amount of keeness they had	9.6 (14)	-	-	-	3.2 (2)	-	18.2 (2)	-	-	7.0 (18)
Transport difficulties	3.4 (5)	-	7.7 (1)	100.0 (1)	9.5 (6)	-	9.1 (1)	-	11.1 (1)	5.8 (15)
Total	100.0 (146)	100.0 (5)	100.0 (13)	100.0 (1)	100.0 (63)	100.0 (7)	100.0 (11)	100.0 (2)	100.0 (9)	100.0 (257)

P<.001

TABLE 39
COMPLETION OF ADLA BY PAID EMPLOYMENT

	Completed Activity	Completed half or more	Completed less than half	Still in progress	TOTAL
Working in paid employment	75.0 (252)	6.8 (23)	6.0 (20)	12.2 (41)	100.0 (336)
Not working in paid employment	68.1 (92)	13.3 (18)	11.1 (15)	7.4 (10)	100.0 (135)
Total	73.0 (344)	8.7 (41)	7.4 (35)	10.8 (51)	100.0 (471)

P<.05

TABLE 40
UNMET NEED BY PAID EMPLOYMENT

	No unmet need	Craft	Educational	Art	Pastime	Organisational	Sport	Vocational	Miscellaneous	TOTAL
In paid employment	30.7 (287)	21.5 (201)	13.6 (127)	7.6 (71)	4.2 (39)	2.0 (19)	8.2 (77)	8.0 (75)	4.2 (39)	100.0 (935)
No in paid employment	42.6 (283)	22.1 (147)	11.9 (79)	8.0 (53)	2.7 (18)	2.7 (18)	4.1 (27)	3.0 (20)	2.9 (19)	100.0 (664)
Total	35.6 (570)	21.8 (348)	12.9 (206)	7.8 (124)	3.6 (57)	2.3 (37)	6.5 (104)	5.9 (95)	3.6 (58)	100.0 (1599)

P<.001

TABLE 41
UNMET NEED BY EMPLOYMENT STATUS

	Salary & Wage	Employing Labour	Self-employed	Relative assisting	Unpaid housework	Student	Retired	Unemployed	Invalid	TOTAL
No adla	30.0 (222)	45.0 (18)	29.5 (23)	40.0 (4)	30.4 (129)	5.9 (1)	65.8 (154)	37.5 (6)	33.3 (13)	100.0 (570)
Craft	21.9 (162)	5.0 (2)	24.4 (19)	10.0 (1)	28.5 (121)	-	14.1 (33)	18.8 (3)	17.9 (7)	100.0 (348)
Educational	14.2 (105)	12.5 (5)	11.5 (9)	20.0 (2)	13.4 (57)	29.4 (5)	4.3 (10)	37.5 (6)	17.9 (7)	100.0 (206)
Art	7.6 (56)	5.0 (2)	10.3 (8)	-	9.0 (38)	17.6 (3)	7.3 (17)	-	-	100.0 (124)
Pastime	3.8 (28)	10.0 (4)	3.8 (3)	10.0 (1)	2.8 (12)	11.8 (2)	1.3 (3)	-	10.3 (4)	100.0 (57)
Organisa-tional	2.2 (16)	-	2.6 (2)	-	3.3 (14)	-	1.7 (4)	-	2.6 (1)	100.0 (37)
Sport	8.2 (61)	10.0 (4)	9.0 (7)	-	4.2 (18)	23.5 (4)	2.1 (5)	6.3 (1)	10.3 (4)	100.0 (104)
Vocational	8.4 (62	10.0 (4)	5.1 (4)	20.0 (2)	4.2 (18)	11.8 (2)	1.3 (3)	-	-	100.0 (95)
Miscella-neous	3.9 (29)	2.5 (1)	3.8 (3)	-	4.0 (17)	-	2.1 (5)	-	7.7 (3)	100.0 (58)
Total	46.3 (741)	2.5 (40)	4.9 (78)	0.6 (10)	26.5 (424)	1.1 (17)	14.6 (234)	1.0 (16)	2.4 (39)	100.0 (1599)

P<.001

TABLE 42
UNMET NEED BY NZSCO

	Profes-sional	Adminis-trative	Clerical	Sales	Service	Agricul-tural	Production	Missing	TOTAL
No unmet need	19.5 (29)	26.5 (9)	26.1 (41)	31.0 (22)	31.5 (28)	31.3 (35)	38.1 (123)	-	100.0 (287)
Craft	27.5 (41)	5.9 (2)	17.2 (27)	25.4 (18)	27.0 (24)	14.3 (16)	22.6 (73)	-	100.0 (201)
Educational	13.4 (20)	17.6 (6)	22.9 (36)	19.7 (14)	12.4 (11)	10.7 (12)	8.7 (28)	-	100.0 (127)
Art	12.8 (19)	5.9 (2)	10.2 (16)	7.0 (5)	4.5 (4)	3.6 (4)	6.5 (21)	-	100.0 (71)
Pastime	2.7 (4)	14.7 (5)	4.5 (7)	1.4 (1)	2.2 (2)	8.9 (10)	3.1 (10)	-	100.0 (39)
Organisational	1.3 (2)	2.9 (1)	3.2 (5)	1.4 (1)	4.5 (4)	0.9 (1)	1.5 (5)	100.0 (1)	100.0 (20)
Sport	8.1 (12)	20.6 (7)	7.0 (11)	2.8 (2)	9.0 (8)	13.4 (15)	6.8 (22)	-	100.0 (77)
Vocational	10.1 (15)	5.9 (2)	2.5 (4)	5.6 (4)	4.5 (4)	14.3 (16)	9.3 (30)	-	100.0 (75)
Miscellaneous	4.7 (7)	-	6.4 (10)	5.6 (4)	4.5 (4)	2.7 (3)	3.4 (11)	-	100.0 (39)
Total	15.9 (149)	3.6 (34)	16.8 (157)	7.6 (71)	9.5 (89)	12.0 (112)	34.5 (323)	0.1 (1)	100.0 (936)

P<.001

Invalids, administrative and sales workers were more likely than other groups to want to learn an educational activity with production and retired workers being less likely to.

Professionals were over-represented in the groups wanting to learn an art adla.

Those in paid employment in general as well as administrative workers, those employing labour, and invalids were the groups most likely to want to learn an activity classified as a pastime.

People in paid employment were under-represented in terms of wanting to learn an organisational adla.

Respondents in paid employment and particularly the administrative and agricultural groups were over-represented in wanting to learn a sport whereas the sales and retired groups were under-represented.

Those more likely to mention a vocational activity were paid workers in general, agricultural workers and those employing labour. Clerical workers and retired respondents were less likely to have a vocational unmet need.

Reasons for not having Learnt Unmet Need Yet

As shown in Tables 43 and 44 the reasons respondents gave for not having learnt their unmet need yet were significantly related to whether or not respondents were in paid employment and to their employment status. Those not working in paid employment (particularly those doing unpaid housework) were more likely than others to mention family commitments and less likely to mention time as reasons.

Respondents classified as self-employed were more likely to give distance, money or no classes as reasons than was the total sample, and less likely to say their level of background experience or energy were the reasons. Retired respondents were more likely to give health as a reason and slightly more likely to say there were no classes. Additionally they were less likely than the sample as a whole to mention money, background experience or time.

TABLE 43

REASONS FOR NOT HAVING LEARNT UNMET NEED BY EMPLOYMENT STATUS

	Salary & Wage	Employing labour	Self-employed	Relative assisting	Unpaid housework	Student	Retired	Unemployed	Invalid	TOTAL
Lack of time	38.2 (194)	54.5 (12)	36.4 (20)	33.3 (2)	30.7 (90)	33.3 (5)	25.3 (20)	30.0 (3)	23.1 (6)	34.7 (352)
Clash with other activities	10.4 (53)	9.1 (2)	9.1 (5)	-	7.2 (21)	-	10.1 (8)	10.0 (1)	3.8 (1)	9.0 (91)
Amount of money they could afford	7.9 (40)	9.1 (2)	14.5 (8)	-	5.5 (16)	20.0 (3)	3.8 (3)	20.0 (2)	19.2 (5)	7.8 (79)
No classes available	4.7 (24)	9.1 (2)	9.1 (5)	33.3 (2)	5.5 (16)	13.3 (2)	8.9 (7)	-	3.8 (1)	5.8 (59)
A recent interest only	6.5 (33)	-	5.5 (3)	16.7 (1)	5.1 (15)	-	3.8 (3)	20.0 (2)	7.7 (2)	5.8 (59)
Lack of knowledge about courses	3.7 (19)	4.5 (1)	3.6 (2)	-	4.8 (14)	20.0 (3)	2.5 (2)	10.0 (1)	7.7 (2)	4.3 (44)
Amount of energy	4.7 (24)	4.5 (1)	-	-	4.1 (12)	6.7 (1)	5.1 (4)	10.0 (1)	3.8 (1)	4.3 (44)
Family commitments	1.0 (5)	-	1.8 (1)	-	10.6 (31)	-	3.8 (3)	-	3.8 (1)	4.0 (41)
Distance they would have to travel	3.1 (16)	4.5 (1)	9.1 (5)	-	5.1 (15)	-	5.1 (4)	-	-	4.0 (41)
Amount of background experience they had	4.5 (23)	-	-	-	3.1 (9)	6.7 (1)	-	-	3.8 (1)	3.4 (34)
Personal reasons	3.3 (17)	-	1.8 (1)	-	3.8 (11)	-	1.3 (1)	-	-	3.0 (30)
Health reasons	0.8 (14)	-	1.8 (1)	-	4.1 (12)	-	8.9 (7)	-	7.7 (2)	2.6 (26)
"No opportunity"	2.8 (14)	-	3.6 (2)	16.7 (1)	1.0 (3)	-	5.1 (4)	-	3.8 (1)	2.5 (25)
Transport difficulties	1.0 (5)	-	-	-	2.4 (7)	-	6.3 (5)	-	3.8 (1)	1.8 (18)
Respondent moving around	1.0 (5)	-	-	-	1.4 (4)	-	-	-	3.8 (1)	1.0 (10)
Lack of facilities	0.6 (3)	-	1.8 (1)	-	1.0 (3)	-	1.3 (1)	-	-	0.8 (8)
Age	0.2 (1)	-	-	-	0.3 (1)	-	6.3 (5)	-	3.8 (1)	0.8 (8)
Classes full	0.6 (3)	-	-	-	0.7 (2)	-	-	-	-	0.5 (5)
Other reasons	4.7 (24)	4.5 (1)	1.8 (1)	-	3.4 (10)	-	2.5 (2)	-	-	3.7 (38)
Missing	0.2 (1)	-	-	-	0.3 (1)	-	-	-	-	0.2 (2)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 44

REASONS FOR NOT HAVING LEARNT UNMET NEED BY PAID EMPLOYMENT

	Lack of time	Clash with other activities	Amount of money they could afford	No classes available	A recent interest only	Lack of knowledge about courses	Amount of energy	Family Commitments	Distance they would have to travel	Amount of background experience they had	TOTAL
Working in paid employment	37.5 (239)	10.0 (64)	8.5 (54)	5.7 (36)	6.4 (41)	3.6 (23)	4.4 (28)	1.6 (10)	3.8 (24)	3.9 (25)	
Not working in paid employment	30.0 (113)	7.2 (27)	6.6 (25)	6.1 (23)	4.8 (18)	5.6 (21)	4.2 (16)	8.2 (31)	4.5 (17)	2.4 (9)	
Total	34.7 (352)	9.0 (91)	7.8 (79)	5.8 (59)	5.8 (59)	4.3 (44)	4.3 (44)	4.0 (41)	4.0 (41)	3.4 (34)	

	Personal reasons	Health reasons	"No opportunity"	Transport difficulties	Respondent moving around	Lack of facilities	Age	Classes full	Other reasons	Missing	
Working in paid employment	3.0 (19)	0.9 (6)	2.7 (17)	0.8 (5)	0.9 (6)	0.8 (5)	0.3 (2)	0.8 (5)	4.2 (27)	0.2 (1)	100.0 (637)
Not working in paid employment	2.9 (11)	5.3 (20)	2.1 (8)	3.4 (13)	1.1 (4)	0.8 (3)	1.6 (6)	-	2.9 (11)	0.3 (1)	100.0 (377)
Total	3.0 (30)	2.6 (26)	2.5 (25)	1.8 (18)	1.0 (10)	0.8 (8)	0.8 (8)	0.5 (5)	3.7 (38)	0.2 (2)	100.0 (1014)

P<.001

Occupational group according to NZSCO was not significantly related to reasons respondents gave for not having learnt their unmet need yet.

Reasons for Learning Unmet Need

Tables 45, 46 and 47 show that the reasons respondents gave for wanting to learn their unmet need and the employment variables were significantly related.

A disproportionately high number of clerical workers gave "to improve their general education" as a reason compared to a disproportionately low number of those in the agricultural occupational group and those doing unpaid housework. Service workers and self-employed people more frequently gave to "spend their spare time more enjoyably" than did other groups.

Those not in paid employment, particularly those doing unpaid household work, often said they wanted to learn their unmet need to "improve some aspect of their home life" whereas a disproportionately low number of clerical, agricultural and self-employed respondents said this.

Agricultural workers were over-represented and service workers under-represented in terms of giving to "learn more about their special interest" as the reason for wanting to learn their unmet need.

Those doing paid work in general and the agricultural group in particular were more likely to want to learn an unmet need to "prepare for a new job".

Self-employed respondents differed from other workers in that there were disproportionately fewer of them in this category. Respondents doing unpaid household work were under-represented in this category.

Paid workers in general, agricultural workers, and salary and wage earners were over-represented in the group giving to "help them in their job" as a reason while service workers and the unpaid housework group were under-represented.

TABLE 45

REASONS FOR WANTING TO LEARN UNMET NEED BY PAID EMPLOYMENT

Respondent wanted to learn unmet need to -	improve their general education	spend their sparetime more enjoyably	give them an interest outside their job or home	improve some aspects of their home life	learn more about their special interest	prepare for a new job	help them in their job	make some contribution towards the community	meet others with similar interests	TOTAL
Working in paid employment	18.0 (114)	15.9 (101)	15.3 (97)	11.3 (72)	10.9 (69)	8.0 (51)	13.1 (83)	5.7 (36)	1.9 (12)	100.0 (635)
Not working in paid employment	15.9 (59)	18.1 (67)	16.2 (60)	17.0 (63)	10.2 (38)	10.0 (37)	0.3 (1)	7.5 (28)	4.9 (18)	100.0 (371)
Total	17.2 (173)	16.7 (168)	15.6 (157)	13.4 (135)	10.6 (107)	8.7 (88)	8.3 (84)	6.4 (64)	3.0 (30)	100.0 (1006)

P<.001

TABLE 46
REASONS FOR WANTING TO LEARN UNMET NEED BY EMPLOYMENT STATUS

Respondent wanted to learn unmet need to:	Salary & wage	Employing labour	Self-employed	Relative assisting	Unpaid housework	Student	Retired	Unemployed	Invalid	TOTAL
Improve their general education	18.1 (92)	19.0 (4)	18.2 (10)	16.7 (1)	11.6 (34)	31.3 (5)	20.3 (15)	60.0 (6)	25.0 (6)	17.2 (173)
Spend their sparetime more enjoyably	15.2 (77)	4.8 (1)	21.8 (12)	16.7 (1)	16.8 (49)	31.3 (5)	25.7 (19)	10.0 (1)	12.5 (3)	16.7 (168)
Give them interest outside their job or home	15.4 (78)	9.5 (2)	18.2 (10)	-	17.1 (50)	12.5 (2)	14.9 (11)	-	16.7 (4)	15.6 (157)
Improve some aspect of their home life	10.8 (55)	9.5 (2)	9.1 (5)	33.3 (2)	20.9 (61)	-	9.5 (7)	10.0 (1)	8.3 (2)	13.4 (135)
Learn more about their special interest	10.0 (51)	28.6 (6)	10.9 (6)	16.7 (1)	9.9 (29)	6.3 (1)	16.2 (12)	-	4.2 (1)	10.6 (107)
Prepare for a new job	8.9 (45)	9.5 (2)	3.6 (2)	-	11.3 (33)	18.8 (3)	-	10.0 (1)	8.3 (2)	8.7 (88)
Help them in their job	14.2 (72)	14.3 (3)	10.9 (6)	16.7 (1)	0.7 (2)	-	-	-	-	8.3 (84)
Make some contribution towards the community	5.7 (29)	-	5.5 (3)	-	7.2 (21)	-	9.5 (7)	10.0 (1)	12.5 (3)	6.4 (64)
Meet others with similar interests	1.8 (9)	4.8 (1)	1.8 (1)		4.5 (13)		4.1 (3)		12.5 (3)	3.0 (30)
Total	100.0 (508)	100.0 (21)	100.0 (55)	100.0 (6)	100.0 (292)	100.0 (16)	100.0 (74)	100.0 (10)	100.0 (24)	100.0 (1006)

P<.001

TABLE 47
REASONS FOR WANTING TO LEARN UNMET NEED BY NZSCO

Respondent wanted to learn unmet need to:	Profes-sional	Adminis-trative	Clerical	Sales	Service	Agricul-tural	Production	Missing	TOTAL
Improve their general education	17.8 (21)	8.3 (2)	28.3 (32)	18.8 (9)	20.0 (12)	10.5 (8)	15.3 (30)	-	17.9 (114)
Spend their sparetime more en-joyably	16.9 (20)	16.7 (4)	14.2 (16)	14.6 (7)	21.7 (13)	13.2 (10)	15.8 (31)	-	15.9 (101)
Give them an interest outside their home or family	11.9 (14)	25.0 (6)	12.4 (14)	14.6 (7)	18.3 (11)	17.1 (13)	16.3 (32)	-	15.3 (97)
Help them in their job	14.4 (17)	16.7 (4)	11.5 (13)	14.6 (7)	5.0 (3)	17.1 (13)	13.3 (26)	-	13.1 (83)
Improve some aspect of their home life	14.4 (17)	4.2 (1)	6.2 (7)	8.3 (4)	13.3 (8)	6.6 (5)	15.3 (30)	-	11.3 (72)
Learn more about their special interest	10.2 (12)	12.5 (3)	10.6 (12)	18.8 (9)	6.4 (4)	19.7 (15)	7.1 (14)	-	10.8 (69)
Prepare them for a new job	9.3 (11)	4.2 (1)	6.2 (7)	4.2 (2)	8.3 (5)	11.8 (9)	8.2 (16)	-	8.0 (51)
Make some contribution towards the community	5.1 (6)	12.5 (3)	9.7 (11)	2.1 (1)	1.7 (1)	1.3 (1)	6.6 (13)	100.0 (1)	5.8 (37)
Meet others with similar interests	-	-	0.9 (1)	4.2 (2)	5.0 (3)	2.6 (2)	2.0 (4)	-	1.9 (12)
Total	100.0 (118)	100.0 (24)	100.0 (113)	100.0 (48)	100.0 (60)	100.0 (76)	100.0 (196)	100.0 (1)	100.0 (636)

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P<.05

Those doing unpaid housework were more likely than other groups to say "make some contribution towards the community" and service and agricultural workers were less likely.

There was no significant relationship between whether respondents were employed or not and which method they would prefer to use to learn their unmet need.

However, employment status and occupational group were both significantly related to preferred method, (see Tables 48 and 49). For employment status, a disproportionately high number of those doing unpaid household work said they would prefer classes, and a disproportionately low number said they would prefer private lessons. As far as the occupational classification is concerned, administrative and agricultural workers were the only groups in which a disproportionately high number preferred private lessons and a low number preferred classes. For most other groups the reverse was true.

Interests

Those working in paid employment were very slightly more likely than those not working to have an interest.

Sales workers, those doing unpaid household work, and retired respondents were more likely than others to have a craft interest whereas those in paid work, particularly clerical and agricultural workers, as well as respondents employing labour, the self-employed and invalids were less likely to.

Paid workers, in particular the professional and clerical groups, were over-represented in terms of having an educational interest. The latter two groups were over-represented in terms of having an art interest as well.

Agricultural workers along with those in paid employment generally were more likely to have a pastime and an interest.

Respondents in paid employment generally were under-represented in terms of having an organisational interest although service workers were over-represented.

TABLE 48

PREFERRED METHOD FOR LEARNING UNMET NEED BY EMPLOYMENT STATUS

	Salary & wage	Employing labour	Self-employed	Relative assisting	Unpaid house-work	Student	Retired	Unemployed	Invalid	TOTAL
Classes	58.5 (300)	45.5 (10)	49.1 (27)	66.7 (4)	69.3 (203)	62.5 (10)	59.2 (45)	40.0 (4)	68.0 (17)	61.0 (620)
Private lessons	28.1 (144)	36.4 (8)	38.2 (21)	16.7 (1)	19.5 (57)	18.8 (3)	23.7 (18)	30.0 (3)	20.0 (5)	25.6 (260)
Discussion group	4.3 (22)	9.1 (2)	-	-	4.1 (12)	6.3 (1)	1.3 (1)	-	4.0 (1)	3.8 (39)
Correspondence (Mail)	4.1 (21)	-	-	-	4.1 (12)	6.3 (1)	2.6 (2)	10.0 (1)	-	3.6 (37)
Talks	1.8 (9)	4.5 (1)	7.3 (4)	-	1.4 (4)	6.3 (1)	3.9 (3)	20.0 (2)	-	2.4 (24)
Correspondence (T.V.)	1.8 (9)	4.5 (1)	3.6 (2)	-	1.4 (4)	-	2.6 (2)	-	4.0 (1)	1.9 (19)
Correspondence (radio)	0.4 (2)	-	1.8 (1)	16.7 (1)	0.3 (1)	-	1.3 (1)	-	-	0.6 (6)
Don't know	1.2 (6)	-	-	-	-	-	5.3 (4)	-	4.0 (1)	1.1 (11)
Total	100.0 (513)	100.0 (22)	100.0 (55)	100.0 (6)	100.0 (293)	100.0 (16)	100.0 (76)	100.0 (10)	100.0 (25)	100.0 (1016)

P<.001

TABLE 49

PREFERRED METHOD FOR LEARNING UNMET NEED BY NZSCO

	Profes-sional	Adminis-trative	Clerical	Sales	Service	Agricul-tural	Production	Missing	TOTAL
Classes	63.9 (76)	40.0 (10)	62.6 (72)	61.2 (30)	61.7 (37)	46.8 (36)	57.9 (114)	-	58.3 (375)
Private lessons	26.9 (32)	52.0 (13)	25.2 (29)	18.4 (9)	18.3 (11)	39.0 (30)	29.4 (58)	100.0 (1)	28.5 (183)
Discussion group	2.5 (3)	4.0 (1)	2.6 (3)	10.2 (5)	3.3 (2)	5.2 (4)	3.6 (7)	-	3.9 (25)
Correspondence (mail)	2.5 (3)	-	6.1 (7)	2.0 (1)	3.3 (2)	1.3 (1)	4.1 (8)	-	3.4 (22)
Talks	2.5 (3)	-	1.7 (2)	8.2 (4)	1.7 (1)	1.3 (1)	1.5 (3)	-	2.2 (14)
Correspondence (T.V)	1.7 (2)	-	1.7 (2)	-	5.0 (3)	6.5 (5)	1.0 (2)	-	2.2 (14)
Correspondence (radio)	-	-	-	-	6.7 (4)	-	-	-	0.6 (4)
Don't know	-	4.0 (1)	-	-	-	-	2.5 (5)	-	0.9 (6)
Total	100.0 (119)	100.0 (25)	100.0 (115)	100.0 (49)	100.0 (60)	100.0 (77)	100.0 (197)	100.0 (1)	100.0 (643)

P<.001

Paid workers, in particular administrative and agricultural workers, along with salary and wage earners, those employing labour and the self-employed were over-represented in terms of having a sporting interest with sales and service groups being under-represented.

(See Tables 50, 51 and 52, for interests according to employment variables.)

Main Methods

There was no significant relationship between the main methods respondents used to learn their interests and employment variables. However, as can be seen from Tables 53 and 54, the following differences were apparent: administrative, sales and agricultural workers as well as retired people and the self employed were over-represented in the group using practice as the main method, whereas professional and clerical workers were under-represented in this group.

Self-employed respondents were more likely to use help from others as a main method whereas retired respondents were under-represented in terms of the proportion who used this method.

Those in clerical occupations were more likely than other groups to use classes and those groups less likely to were agricultural workers, self-employed and retired respondents.

A higher proportion of professional and clerical workers taught themselves (by books etc) and a lower proportion of administrative workers did so.

Private lessons were more frequently used by clerical workers and less frequently by administrative, sales and the self-employed.

However, there was a significant relationship between the method respondents considered would be best for learning an interest, and both being in paid employment (Table 55) and employment status (Table 56).

TABLE 50
INTERESTS BY PAID EMPLOYMENT

	No Interest	Craft	Educational	Art	Pastime	Organisa-tional	Sport	Vocational	Miscella-neous	TOTAL
Working in paid employment	18.7 (175)	31.3 (293)	3.4 (32)	7.7 (72)	5.8 (54)	2.9 (27)	24.5 (229)	-	5.7 (53)	100.0 (935)
Not working in paid employment	24.7 (164)	40.4 (268)	2.6 (17)	8.6 (57)	1.7 (11)	4.2 (28)	11.7 (78)	0.3 (2)	5.9 (39)	100.0 (664)
Total	21.2 (339)	35.1 (561)	3.1 (49)	8.1 (129)	4.1 (65)	3.4 (55)	19.2 (307)	0.1 (2)	5.8 (92)	100.0 (1599)

P<.001

TABLE 51

INTERESTS BY EMPLOYMENT STATUS

	Salary & wage	Employing labour	Self-employed	Relative assisting	Unpaid housework	Student	Retired	Unemployed	Invalid	TOTAL
No interest	18.2 (135)	15.0 (6)	25.6 (20)	20.0 (2)	21.9 (93)	17.6 (3)	28.2 (66)	12.5 (2)	30.8 (12)	21.2 (339)
Craft	33.1 (245)	22.5 (9)	23.1 (18)	20.0 (2)	40.3 (171)	17.6 (3)	40.2 (94)	43.8 (7)	30.8 (12)	35.1 (561)
Educational	3.8 (28)	5.0 (2)	2.6 (2)	-	3.1 (13)	-	1.3 (3)	-	2.6 (1)	3.1 (49)
Art	7.7 (57)	2.5 (1)	9.0 (7)	10.0 (1)	7.5 (32)	-	10.3 (24)	25.0 (4)	7.7 (3)	8.1 (129)
Pastime	5.1 (38)	10.0 (4)	5.1 (4)	10.0 (1)	2.6 (11)	-	2.1 (5)	12.5 (2)	-	4.1 (65)
Organisational	2.7 (20)	2.5 (1)	-	10.0 (1)	4.5 (19)	5.9 (1)	4.3 (10)	-	7.7 (3)	3.4 (55)
Sport	24.3 (180)	32.5 (13)	28.2 (22)	30.0 (3)	12.0 (51)	47.1 (8)	10.7 (25)	-	12.8 (5)	19.2 (307)
Vocational	-	-	-	-	0.5 (2)	-	-	-	-	0.1 (2)
Miscellaneous	5.1 (38)	10.0 (4)	6.4 (5)	-	7.5 (32)	11.8 (2)	3.0 (7)	6.3 (1)	7.7 (3)	5.8 (92)
Total	100.0 (741)	100.0 (40)	100.0 (78)	100.0 (10)	100.0 (424)	100.0 (17)	100.0 (234)	100.0 (16)	100.0 (39)	100.0 (1599)

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P<.001

TABLE 52
INTERESTS BY NZSCO

	Profes-sional	Adminis-trative	Clerical	Sales	Service	Agricul-tural	Production	Missing	TOTAL
No interest	12.1 (18)	14.7 (5)	19.7 (31)	15.5 (11)	21.3 (19)	18.8 (21)	21.7 (70)	-	18.7 (175)
Craft	30.2 (45)	32.4 (11)	25.5 (40)	43.7 (31)	33.7 (30)	25.0 (28)	33.4 (108)	-	31.3 (293)
Educational	8.1 (12)	2.9 (1)	7.6 (12)	1.4 (1)	1.1 (1)	2.7 (3)	0.6 (2)	-	3.4 (32)
Art	12.8 (19)	5.9 (2)	12.1 (19)	7.0 (5)	4.5 (4)	5.4 (6)	5.3 (17)	-	7.7 (172)
Pastime	2.7 (4)	5.9 (2)	4.5 (7)	2.8 (2)	5.6 (5)	12.5 (14)	6.2 (20)	-	5.8 (54)
Organisational	4.0 (6)	-	1.3 (2)	2.8 (2)	7.9 (7)	1.8 (2)	2.5 (8)	-	2.9 (27)
Sport	22.1 (33)	29.4 (10)	24.8 (39)	19.7 (14)	20.2 (18)	28.6 (32)	25.7 (83)	100.0 (1)	24.6 (230)
Vocational	-	-	-	-	-	-	-	-	-
Miscellaneous	8.1 (12)	8.8 (3)	4.5 (7)	7.0 (5)	5.6 (5)	5.4 (6)	4.6 (15)	-	5.7 (53)
Total	100.0 (149)	100.0 (34)	100.0 (157)	100.0 (71)	100.0 (89)	100.0 (112)	100.0 (323)	100.0 (1)	100.0 (936)

P<.001

TABLE 53

MAIN METHOD USED TO LEARN INTEREST BY EMPLOYMENT STATUS

	Salary & wage	Employing labour	Self-employed	Relative assisting	Unpaid housework	Student	Retired	Unemployed	Invalid	TOTAL
Practice	35.5 (193)	37.9 (11)	43.4 (23)	37.5 (3)	37.2 (116)	27.3 (3)	49.7 (78)	10.0 (1)	48.0 (12)	38.3 (440)
Help from others	21.0 (114)	27.6 (8)	24.5 (13)	37.5 (3)	15.4 (48)	9.1 (1)	10.8 (17)	40.0 (4)	28.0 (7)	18.7 (215)
Classes	16.9 (92)	17.2 (5)	11.3 (6)	12.5 (1)	18.3 (57)	27.3 (3)	12.1 (19)	10.0 (1)	4.0 (1)	16.1 (185)
Teach self	11.8 (64)	10.3 (3)	13.2 (7)	12.5 (1)	12.8 (40)	9.1 (1)	14.0 (22)	20.0 (2)	16.0 (4)	12.5 (144)
Private lessons	6.4 (35)	6.9 (2)	1.9 (1)	-	6.1 (19)	-	5.7 (9)	20.0 (2)	4.0 (1)	6.0 (69)
Other learners	2.8 (15)	-	1.9 (1)	-	2.9 (9)	9.1 (1)	1.9 (3)	-	-	2.5 (29)
Discussion group	1.1 (6)	-	-	-	3.8 (12)	-	1.3 (2)	-	-	1.7 (20)
Correspondence	1.7 (9)	-	-	-	1.3 (4)	-	1.9 (3)	-	-	1.4 (16)
Talks	1.3 (7)	-	1.9 (1)	-	1.3 (4)	9.1 (1)	1.3 (2)	-	-	1.3 (15)
Learnt Gradually	0.6 (3)	-	-	-	0.6 (2)	-	0.6 (1)	-	-	0.5 (6)
Missing	0.9 (5)	-	1.9 (1)	-	0.3 (1)	9.1 (1)	0.6 (1)	-	-	0.8 (9)
Total	100.0 (543)	100.0 (29)	100.0 (53)	100.0 (8)	100.0 (312)	100.0 (11)	100.0 (157)	100.0 (10)	100.0 (25)	100.0 (1148)

TABLE 54

MAIN METHOD USED TO LEARN INTEREST BY NZSCO

	Profes-sional	Adminis-trative	Clerical	Sales	Service	Agricul-tural	Produc-tion	Missing	TOTAL
Practice	30.5 (36)	48.1 (13)	25.4 (29)	40.0 (22)	36.9 (24)	45.1 (37)	38.0 (84)	-	35.9 (245)
Help from others	15.3 (18)	25.9 (7)	18.4 (21)	21.8 (12)	23.1 (15)	23.2 (19)	24.9 (55)	100.0 (1)	21.7 (148)
Classes	16.9 (20)	3.7 (1)	22.8 (26)	18.2 (10)	15.4 (10)	9.8 (8)	17.6 (39)	-	16.7 (114)
Teach Self	20.3 (24)	7.4 (2)	15.8 (18)	12.7 (7)	10.8 (7)	9.8 (8)	8.1 (18)	-	12.3 (84)
Private lessons	5.9 (7)	3.7 (1)	14.0 (16)	1.8 (1)	7.7 (5)	6.1 (5)	2.7 (6)	-	6.0 (41)
Other learners	2.5 (3)	3.7 (1)	-	1.8 (1)	3.1 (2)	3.7 (3)	3.2 (7)	-	2.5 (17)
Talks	2.5 (3)	-	-	-	1.5 (1)	1.2 (1)	1.8 (4)	-	1.3 (9)
Correspondence	1.7 (2)	3.7 (1)	2.6 (3)	-	-	1.2 (1)	0.9 (2)	-	1.3 (9)
Discussion group	1.7 (2)	-	0.9 (1)	3.6 (2)	-	-	0.9 (2)	-	1.0 (7)
Learnt gradually	1.7 (2)	-	-	-	-	-	0.5 (1)	-	0.4 (3)
Missing	0.8 (1)	3.7 (1)	-	-	1.5 (1)	-	1.4 (3)	-	0.9 (6)
Total	100.0 (118)	100.0 (27)	100.0 (114)	100.0 (55)	100.0 (65)	100.0 (82)	100.0 (221)	100.0 (1)	100.0 (683)

TABLE 55

BEST METHODS FOR LEARNING AN INTEREST BY PAID EMPLOYMENT

	Classes	Private lessons	Help from others	Practice	With other learners	Discussion group	Teach Self	Talks	Learn gradually	Correspondence (T.V.)	Correspondence (mail)	Displays	Correspondence (radio)	Missing	TOTAL
Working in paid employment	38.5 (263)	23.3 (159)	14.2 (97)	60 (41)	5.0 (34)	3.7 (25)	3.5 (24)	0.9 (6)	1.2 (8)	1.6 (11)	0.6 (4)	0.9 (6)	-	0.7 (5)	100.0 (683)
Not working in paid employment	36.5 (171)	18.4 (86)	11.3 (53)	10.0 (47)	5.6 (26)	6.2 (29)	4.3 (20)	2.1 (10)	1.3 (6)	0.4 (2)	1.7 (8)	0.2 (1)	0.2 (1)	1.7 (8)	100.0 (468)
Total	37.7 (434)	21.3 (245)	13.0 (150)	7.6 (88)	5.2 (60)	4.7 (54)	3.8 (44)	1.4 (16)	1.2 (14)	1.1 (13)	1.0 (12)	0.6 (7)	0.1 (1)	1.1 (13)	100.0 (1151)

P<.005

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TABLE 56

BEST METHODS FOR LEARNING AN INTEREST BY EMPLOYMENT STATUS

	Salary & Wage	Employing labour	Self-employed	Relative assisting	Unpaid house-work	Student	Retired	Unemployed	Invalid	TOTAL
Classes	37.7 (205)	37.9 (11)	34.0 (18)	50.0 (4)	43.8 (137)	63.6 (7)	26.6 (42)	10.0 (1)	36.0 (9)	37.7 (434)
Private lessons	23.7 (129)	24.1 (7)	22.6 (12)	12.5 (1)	15.3 (48)	27.3 (3)	23.4 (37)	30.0 (3)	20.0 (5)	21.3 (245)
Help from others	13.8 (75)	13.8 (4)	17.0 (9)	37.5 (3)	10.5 (33)	-	11.4 (18)	20.0 (2)	24.0 (6)	13.0 (150)
Practice	6.1 (33)	6.9 (2)	9.4 (5)	-	7.0 (22)	-	14.6 (23)	20.0 (2)	4.0 (1)	7.6 (88)
Other learners	5.1 (28)	10.3 (3)	3.8 (2)	-	5.4 (17)	-	6.3 (10)	-	-	5.2 (60)
Discussion group	3.7 (20)	3.4 (1)	5.7 (3)	-	7.7 (24)	-	3.8 (6)	-	-	4.7 (54)
Teach Self	3.7 (20)	3.4 (1)	1.9 (1)	-	2.9 (9)	9.1 (1)	7.0 (11)	-	4.0 (1)	3.8 (44)
Talks	0.7 (4)	-	-	-	2.2 (7)	-	2.5 (4)	10.0 (1)	-	1.4 (16)
Learn gradually	1.1 (6)	-	3.8 (2)	-	1.0 (3)	-	0.6 (1)	-	8.0 (2)	1.2 (14)
Correspondence (T.V.)	2.0 (11)	-	-	-	0.3 (1)	-	0.6 (1)	-	-	1.1 (13)
Correspondence (mail)	0.6 (3)	-	1.9 (1)	-	1.9 (6)	-	0.6 (1)	-	4.0 (1)	1.0 (12)
Displays	1.1 (6)	-	-	-	-	-	-	10.0 (1)	-	0.6 (7)
Correspondence (radio)	-	-	-	-	-	-	0.6 (1)	-	-	0.1 (1)
Missing	0.7 (4)	-	-	-	1.9 (6)	-	1.9 (3)	-	-	1.1 (13)
Total	100.0 (544)	100.0 (29)	100.0 (53)	100.0 (8)	100.0 (313)	100.0 (11)	100.0 (158)	100.0 (10)	100.0 (25)	100.0 (1151)

P<.01

Those in paid employment were over-represented in terms of favouring private lessons, correspondence by television, and help from others and under-represented in choosing talks, correspondence by mail, teaching themselves, practising or going to displays.

For employment status, those doing unpaid household work were more likely to choose group classes or discussion groups and less likely to choose private lessons. Retired respondents were more likely to say practice or teaching oneself were best and less likely to say group classes. Those employing labour were more likely than other groups to say learning with other learners without formal instruction was the best method, while the self-employed respondents were slightly more likely to favour help from others and were less likely to think group classes would be the best method.

There was no significant relationship between occupational group (NZSCO) and the method respondents thought would be best to learn an interest. Nor was there any significant relationship between the reasons respondents gave for not using an agency - directed learning method for learning their interest and the employment variables.

Income

A variety of continuing education variables were analysed for differences according to respondents' incomes. No significant differences were found apart from the reasons respondents gave for not having learnt their unmet need yet which were significantly related to income. The lowest income group were over-represented in terms of giving money, family commitments or lack of energy as reasons, and under-represented in terms of the frequency with which they mentioned lack of time and clashes with other activities as reasons.

Hours of Work

It can be seen from Table 57 that respondents with adlas, unmet needs or interests did not differ from the total sample in terms of the types of hours they worked.

TABLE 57

INVOLVEMENT IN ADLAS, INTERESTS AND UNMET NEEDS ACCORDING TO WORKING HOURS

Do you work		Total sample		Interest		Unmet Need	
			All Adlas	Yes	No	Yes	No
Shifts	Yes	16.7 (156)	15.2 (51)	15.5 (118)	21.6 (38)	17.1 (111)	15.7 (45)
	No	83.3 (779)	84.8 (285)	84.5 (641)	78.4 (138)	82.9 (779)	84.3 (242)
Normal Day - time hours	Yes	95.6 (745)	95.1 (271)	95.8 (614)	94.9 (131)	95.2 (511)	96.7 (234)
	No	4.4 (34)	4.9 (14)	4.2 (27)	5.1 (7)	4.8 (26)	3.3 (8)
Evenings	Yes	22.7 (177)	24.2 (69)	22.2 (142)	25.4 (35)	22.7 (122)	22.7 (55)
	No	77.3 (602)	75.8 (216)	77.8 (499)	74.6 (103)	77.3 (415)	77.3 (187)
Nights	Yes	3.0 (23)	2.1 (6)	2.7 (17)	4.3 (6)	3.5 (19)	1.7 (4)
	No	97.0 (756)	97.9 (279)	97.3 (624)	95.7 (132)	96.5 (518	98.3 (238)
Weekends	Yes	32.1 (250)	30.5 (87)	30.7 (197)	38.4 (53)	33.9 (182)	28.1 (68)
	No	67.9 (529)	69.5 (198)	69.3 (444)	61.6 (85)	66.1 (355)	71.9 (174)

Previous Occupation

Respondents who were not working at the time of the survey were asked what their main previous occupation had been. Their answers were coded according to the NZSCO system. Those who had done adlas were found to be over-represented (in comparison with the total sample) in the professional and clerical categories and under-represented in the service and production groups. People with an unmet need were slightly over-represented in the clerical category and slightly under-represented in the production category, while those with an interest did not differ from the total sample.

Summary

This section has examined the relationship between participation in continuing education and whether or not respondents were in paid employment, respondents' employment status and respondents' occupational group (NZSCO). (See Figure 1.)

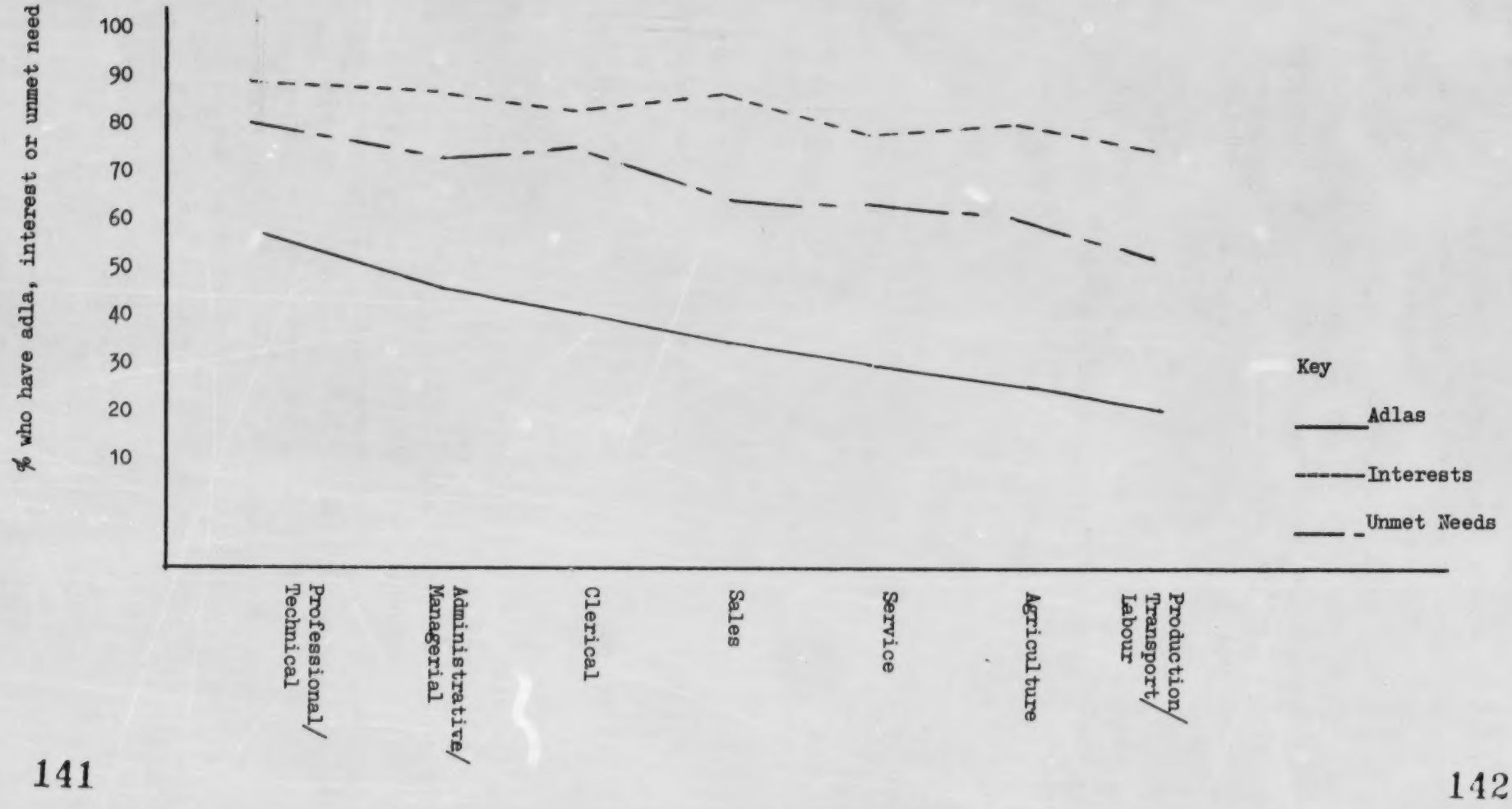
Respondents in paid employment, especially those in higher status occupations were both most likely to have done an adla and to have an unmet need. While these respondents were over-represented amongst those who had done vocational and educational adlas, professionals along with sales and service workers and those doing unpaid household work were most likely to want to learn a craft.

Those in paid employment were most likely to have done an adla "to help them in their job". Those not in paid employment most often said they had both done their adla and wanted to do their unmet need "to improve home or family life".

Overall the employment variables showed little relationship to whether or not respondents had an interest, though employment status was related to the types of interests given. The methods respondents felt would be best to learn their interest were related to the employment variables.

Little or no relationship was found between income and hours of work and participation in continuing education.

FIGURE 1 RELATIONSHIP BETWEEN OCCUPATIONAL GROUP AND ADLAS, INTERESTS AND UNMET NEEDS



G EDUCATIONAL/VOCATIONAL ATTAINMENT:

A composite education variable was created from the results of several questions about educational and vocational attainment. A separate variable for each of the following age groups: under 45 years; 45-54 years; and 55 years and over, was developed. This separation into age groups was necessary to take account of general increases in educational attainment for the population as a whole over the past two generations and because the types of qualifications available to people during their schooling depended on their age. For example, the Proficiency examination has not been available since 1936 while the School Certificate examination was not introduced until 1945.

Tables 58, 59 and 60 show the educational/vocational attainment of the three age categories. There was a general trend for those who did adlas to have a higher level of educational/vocational attainment than the total sample.

Those with interests and unmet needs did not differ from the total sample.

The small number in each category of this variable preclude a more detailed analysis.

CONCLUSION

This section of the report has examined the relationship between respondents' participation in adlas, their unmet needs for adult learning activities and their interests, and various demographic characteristics.

It has been found that adla participation is related to rural or main urban location (as opposed to secondary urban), owning private transport, being in the younger age groups, not having been married and having attained a higher level of formal education. Sex is related to the types of adlas taken, the reasons for taking them, the type of difficulty experienced doing the adla, the methods used and whether or not the adla is completed. Having dependent children and being in paid employment affects women's adla participation but not men's.

TABLE 58
EDUCATIONAL/VOCATIONAL ATTAINMENT OF THOSE UNDER 45 YEARS

Level of Attainment	Total Sample	All Adlas	Interest		Unmet Need	
			Yes	No	Yes	No
Up to Standard 4	0.3 (3)	-	0.1 (1)	1.2 (2)	0.1 (1)	1.0 (2)
Forms 1-2	3.4 (31)	0.8 (3)	2.7 (20)	6.7 (11)	2.7 (19)	5.8 (12)
Forms 3-4 or Part of a 3 year vocational qualification	20.9 (190)	14.3 (53)	19.8 (147)	26.4 (43)	19.3 (135)	26.6 (55)
Form 5; or Forms 3-4 and part of a 3 year qualification	18.0 (163)	15.1 (56)	17.7 (132)	19.0 (31)	17.3 (121)	20.3 (42)
School Certificate; or Form 5 and part of 3 year qualification	7.6 (69)	8.4 (31)	7.8 (58)	6.7 (11)	8.9 (62)	3.4 (7)
Form 6; or School Certificate and part of 3 year qualification	4.6 (42)	5.9 (22)	5.2 (39)	1.8 (3)	5.1 (36)	2.9 (6)
University Entrance; or Form 6 and part of 3 year qualification	2.1 (19)	2.4 (9)	2.3 (17)	1.2 (2)	2.3 (16)	1.4 (3)
Form 7; or University Entrance and part of 3 year qualification	1.9 (17)	2.4 (9)	1.7 (13)	2.5 (4)	1.9 (13)	1.9 (4)
Form 7 and part of 3 year qualification	5.1 (46)	7.3 (27)	5.5 (41)	3.1 (5)	5.3 (37)	4.3 (9)
Completed a 3 year vocational qualification or part of a degree	30.1 (273)	33.4 (124)	30.6 (228)	27.6 (45)	31.1 (218)	26.6 (55)
Completed a degree	4.0 (36)	6.7 (25)	4.3 (32)	2.5 (4)	7.3 (30)	2.9 (6)
Part of or a completed higher degree	2.0 (18)	3.2 (12)	2.2 (16)	1.2 (2)	1.7 (12)	2.9 (6)
TOTAL	100.0 (907)	100.0 (371)	100.0 (163)	100.0 (207)	100.0 (700)	100.0 (207)

TABLE 59

EDUCATIONAL/VOCATIONAL ATTAINMENT OF THOSE AGED 45-54 YEARS

Level of Attainment	Total Sample	All Adlas	Interest Yes	Interest No	Unmet Need Yes	Unmet Need No
Up to Standard 4	4.7 (10)	2.0 (1)	3.5 (6)	9.1 (4)	5.2 (7)	3.8 (3)
Forms 1-2	20.0 (43)	16.0 (8)	19.3 (33)	22.7 (10)	20.0 (27)	20.0 (16)
Forms 304; or part of a 3 year vocational qualification	18.1 (39)	12.0 (6)	18.1 (31)	18.2 (8)	14.1 (19)	25.0 (20)
Form 5; or F3-4 and qualification	14.0 (30)	16.0 (8)	12.3 (21)	20.5 (9)	15.6 (21)	11.3 (9)
Matriculation; or School Certificate; or Form 5 and qual	5.1 (11)	6.0 (3)	6.4 (11)	- -	5.9 (8)	3.8 (3)
Form 6-7 or matriculation and qualification	6.5 (14)	8.0 (4)	6.4 (11)	6.8 (3)	8.1 (11)	3.8 (3)
Form 6-7 and a qualification	2.3 (5)	4.0 (2)	2.9 (5)	- -	2.2 (3)	2.5 (2)
Completed a 2 year vocational qualification or part of a degree	26.0 (56)	24.0 (12)	26.9 (46)	22.7 (10)	25.9 (35)	26.3 (21)
Completed a degree	3.3 (7)	12.0 (6)	4.1 (7)	- -	3.0 (4)	3.8 (3)
A part of or a completed higher degree	- -	- -	- -	- -	- -	- -
TOTAL	100.0 (215)	100.0 (50)	100.0 (171)	100.0 (44)	100.0 (135)	100.0 (80)

TABLE 60
EDUCATIONAL/VOCATIONAL ATTAINMENT OF THOSE AGED 55 OR MORE

Level of Attainment	Total Sample	All Adlas	Interest		Unmet Need	
			Yes	No	Yes	No
Up to Standard 4	7.3 (35)	4.0 (2)	4.7 (16)	12.8 (19)	4.1 (8)	9.5 (27)
Forms 1-2	20.5 (98)	16.0 (8)	18.7 (64)	23.0 (34)	16.5 (32)	23.3 (66)
Passed 11 + exam/proficiency/Jnr Free Place/Jnr National Scholarship	16.4 (8)	6.0 (3)	16.9 (58)	23.0 (34)	16.0 (31)	16.6 (47)
Forms 3-4; or part of a 3 year vocational qualification	14.3 (68)	20.0 (10)	15.2 (52)	10.8 (16)	18.6 (36)	11.3 (32)
Senior Free Place of Forms 3-4 and a qualification	1.0 (5)	0	1.2 (4)	0.7 (1)	1.5 (3)	.7 (2)
Form 5; of Senior Free Place and a qualification	8.2 (39)	8.0 (4)	9.0 (3)	5.4 (8)	8.8 (7)	7.8 (22)
Matriculation; School Certificate; or Form 5 and a qualification	1.9 (9)	0	2.0 (7)	1.4 (2)	3.1 (6)	1.1 (3)
Form 6-7; or Matriculation and a qualification	5.2 (25)	6.0 (1)	6.1 (21)	2.7 (4)	5.7 (11)	4.9 (14)
Form 6-7 and a qualification	1.3 (6)	2.0 (1)	1.5 (5)	.7 (1)	2.1 (4)	.7 (2)
Completed a 3 year vocational qual or part of a degree	20.8 (99)	32.0 (16)	21.0 (12)	18.2 (27)	18.0 (35)	22.6 (64)
Completed a degree	2.1 (10)	4.0 (12)	2.6 (9)	.7 (1)	4.1 (8)	.7 (2)
Part of or a completed higher degree	1.0 (5)	2.0 (1)	1.2 (4)	.7 (1)	1.5 (3)	.7 (2)
TOTAL	100.0 (407)	100.0 (58)	100.0 (255)	100.0 (148)	100.0 (184)	100.0 (283)

By comparison, having an unmet need for adult learning is related to living in a rural or secondary urban location, again being in the younger age groups, being female, having dependent children (both male and female respondents), being in full time employment (if female), being separated or divorced and being in higher status occupations.

In marked contrast, whether respondents had an interest or not was significantly related to few demographic variables, being weakly related to age, paid employment (for women), and being widowed.

SECTION 3 : SPARE TIME, INTERESTS, ADLAS AND UNMET NEEDS

This section first reports information collected from respondents about their spare time, its extent and their use of it. It then reports on respondents' interests, what these are, whether they have ever been learnt and, if so, what learning method was used. The extent of involvement in adlas is then discussed - what types of activities they were, where respondents learnt them, how they found out about them, why they did them and any difficulties they experienced. The final part of the section covers the extent of unmet needs for agency directed learning activities, why respondents wanted to do the unmet need and the method they would prefer to use to learn it.

In conclusion, a comparison of adlas, interests, and unmet needs according to types and preferred methods for learning is made.

SPARE TIME

Definition

For the purpose of the Continuing Education Survey, spare time was defined as time left over after "necessary tasks" had been completed. The decision about which tasks were considered necessary was left up to the respondents. It was acknowledged that a task considered necessary by one individual might not have been considered so by another.

However, to aid the respondent, a prompt card listing activities generally regarded as necessary tasks was shown to them. It was suggested to the respondent that spare time be considered as time left over after the following tasks were completed.

1 Your job, full time study, or part time study necessary for your job (including travelling time).

2 Sleeping, eating meals, getting ready for the day, going to the doctor, etc.

3 Necessary home tasks like housework, shopping, cooking, household repairs, mowing lawns, paying bills.

4 Attending to the needs of children, dependent adults, pets.

Hours Each Week

Respondents were asked to estimate the number of hours of spare time they had in a typical week (See Table 61). The mean number of hours of spare time was 37.

Respondents were also asked to estimate the number of hours they spent each week on a variety of spare time activities. These activities and the mean number of hours spent on them appear in Table 62.

Where respondents spent time on the activities listed in this table there was no relationship between the number of hours respondents spent on these spare time activities and whether or not they had adlas, unmet needs, or interests. However, disproportionately fewer (compared with the total sample) of those with adlas, interests, or unmet needs spent no time going to the pub or club, etc, doing hobbies, reading, or listening to records. A slightly lower proportion spent no time playing sport. A lower proportion of those with no unmet need watched no television.

Adlas

The amount of spare time respondents said they had each week was not significantly related to adla participation.

Unmet Needs

There was a significant[1] relationship between unmet needs and spare time. The people most likely to have an unmet need were those who had between 11 - 50 hours spare time a week in the range from 0 - 90 hours or more.

1 $p < .01$

TABLE 61

HOURS OF SPARE TIME EACH WEEK

% of total sample

0 - 9	10 - 19	20 - 29	30 - 39	40 - 49	50 - 59	60 - 69	70 - 79	80 - 89	90+	Total
1.1%	8.9%	22.9%	26.6%	22.1%	10.1%	3.8%	3.3%	0.9%	0.3%	100%
(17)	(142)	(366)	(426)	(354)	(161)	(61)	(52)	(15)	(5)	(1599)

TABLE 62

SPARE TIME ACTIVITIES

Activity	Mean no. of hours spent per week	Range of hours	Activity	Mean no. of hours spent per week	Range of hours
Watching television	11.8	0-56	Clubs, societies etc. Going to meetings, doing voluntary work.	1.3	0-48
Going to pub or club, parties, picnics, phoning, socialising with friends or family playing with children or pets etc.	6.7	0-70	Going to classes, talks or discussion groups, doing correspondence, study, taking private lessons, teaching self about a subject or skill	.97	0-36
Spending time on hobbies eg music making, knitting, relaxing, repairing cars, writing letters	6.5	0-65			
Reading books, newspapers, magazines etc.	6.3	0-42	Going to watch sports events	.6	0-12
Listening to records/ tapes radio	2.7	0-42	Going to movies, concerts, museums etc.	.4	0-18
Playing sport, doing outdoor activities such as tramping, walking, gliding	2.5	0-38			

It was difficult to see any clear trends between spare time and the types of unmet needs respondents had because some categories held very small numbers.

Interests

Interests and spare time were significantly[2] related with those most likely to have an interest having between 20 and 80 hours spare time each week. No other clear trends could be distinguished.

INTERESTS

Seventy-seven percent (or 1237 respondents) stated they had an interest. As to the extent of their involvement in their interest, 47% were involved on a weekly basis, 41% on a daily basis and 12% on a monthly basis. Twenty-one percent of respondents with an interest were involved seasonally and 79% all year round.

Types of Interests

Table 63 shows the percentage of respondents with an interest who choose an activity from each of the major activity groupings.

The following specific interests were the ones most frequently chosen:

12% (152 individuals) of those with an interest chose gardening (from the craft group)

11.6% (143) had a domestic interest such as sewing or cooking.

8.4% (104) chose a technical handcraft such as electronics or boat-building

6.4% (79) of those with an interest chose music (from the art group)

2 $p < .001$

TABLE 63

TYPES OF INTERESTS

Name of interest	% with this interest
Craft	45.4 (561)
Sport	24.8 (307)
Expressive Art	10.4 (129)
Miscellaneous	5.7 (71)
Pastimes	5.3 (65)
Organisational	4.4 (55)
Educational	4.0 (49)
TOTAL	100.0 (1237)

6.4% (79) of respondents with an interest said they were involved in team ball games (from the sport group).

4.8% (59) were involved in an individual ball sport.

Methods Used to Learn Interests

The first column of Table 64 contains information on the main method which respondents used to learn their interest.

The second column shows the percentage of respondents who used each method. Respondents could have used from one to all of the methods listed at some stage of the learning process. The final three columns of the table show the percentage of respondents who selected each method as the method they would prefer to use if they had the opportunity. Respondents ranked up to three methods in order of preference.

As the table shows, the main methods respondents used were very similar to the methods that the highest percentage of respondents used at some stage. However, a high percentage of those with an interest went to displays or films but no-one used this as the main method for learning their interest. A high percentage had also been to talks or conferences but very few used this as their main method.

The types of interest respondents had and the main methods they used to learn it were significantly related. A higher proportion of those with an art interest used private lessons than did groups with other interests. Those whose interest was a craft were over-represented in those who had taught themselves their interest (by books, etc, or by practising). Those with a sports interest were over-represented by the frequency with which they had used group classes, learning with a group of learners with no formal instruction or receiving help from time to time from others who knew more about it (See Tables 63 and 64).

TABLE 64

METHOD(S) USED TO LEARN INTEREST

Method	Percentage of respondents who stated this method the main method used	Percentage of respondents who used this method (could choose more than one method)	PREFERRED METHOD		
			1st choice	2nd choice	3rd choice
Taught self by practising	38.6 (440)	90.1 (1032)	7.7 (88)	17.8 (183)	18.6 (127)
Received help from time to time from others who knew more about it	18.9 (215)	80.3 (920)	13.1 (150)	20.4 (209)	25.4 (174)
Group classes or coaching sessions	16.2 (185)	38.2 (438)	37.6 (432)	17.9 (184)	6.1 (42)
Taught self using books, TV, records etc.	12.6 (144)	58.4 (669)	3.8 (44)	7.3 (75)	10.1 (69)
Private lessons from a tutor or coach	6.1 (69)	12.8 (147)	21.3 (245)	9.3 (96)	4.2 (29)
Worked with a group of other learners without any direct teaching	2.5 (29)	29.9 (343)	5.2 (60)	8.4 (86)	7.5 (51)
Belonged to organised discussion group	1.7 (20)	11.3 (129)	4.7 (54)	5.4 (55)	8.2 (56)
Correspondence course	0.7 (8)	3.7 (42)	2.3 (26)	5.4 (55)	6.0 (41)
Talks or conference	1.3 (15)	22.8 (261)	1.4 (16)	3.7 (38)	5.1 (35)
Went to displays, films from time to time	-	35.3 (404)	.6 (7)	3.1 (32)	4.8 (33)
None of above: just gradually came to know more about interest	.5 (6)	.3 (5)	1.2 (14)	1.1 (11)	3.8 (26)
Missing	.8 (9)	-	1.1 (13)	.3 (3)	.1 (1)
TOTAL	100.0 (1140)		100.0 (1149)	100.0 (1027)	100.0 (684)

Preferred Method for Learning an Interest

The most frequently mentioned methods respondents would prefer to use if they could formed a similar group to those used as main methods, although the order was not identical (See Table 64: the preferred methods are shown in columns 3 - 5 of this table).

As a first choice, group classes were mentioned most frequently, and they were the third most frequently used main method. Private lessons were the second most frequently mentioned preference and the fifth most frequently used main method. Receiving help from others was the third most popular preference and the second most often used main method. The fourth most frequently selected perference was teaching oneself and this was the most frequently used method of learning. The second and third choice of preferred methods were similar to the main methods people had used.

The methods respondents thought would be best to learn an interest and the types of interest they had were significantly related. Those with a sport interest were over-represented in the groups who thought private lessons and practice were the best. Respondents with a craft or miscellaneous interest were over-represented in the group saying learning by discussion group would be best. Those with a craft interest were also more likely to state that working with other learners, teaching oneself and practice were the best methods.

Organisations which Taught Interests

Respondents who had used an agency directed learning method to learn their interest were asked which organisation they had learnt their interest from.

Of those who had taken private lessons from a tutor or coach 49% (or 73) had learnt from a tutor or coach not associated with any organisation. Fourteen percent (21) had learnt from a sporting organisation and 9% (13) from a religious or belief organisation.

Of those who had gone to group classes or coaching sessions, 23% or 100 people went to a sports organisation; 20% or 88 people went to a secondary school; 8.3% or 36 people went to a special interest organisation (eg, Weight Watchers, camera club); 7.8% (34) went to a religious/belief organisation; 5.7% (25) went to community organisation; 5.7% (25) went to a technical institute; and 5.5% (24) went to an agency for teaching a specific, usually non-vocational, skill eg, dressmaking, dancing.

Respondents who went to talks or conferences went to the following organisations, 25.1% (65) went to a sports organisation; 20.1% (52) went to a special interest organisation; 13.1% (34) went to a religious organisation; 6.6% (17) went to a community group, and 5.8% (15) to a welfare/medical organisation. Of those respondents who belonged to an organised discussion group, 28.5% (37) went to a religious organisation, 19.2% (25) to a special interest group, 15.4% (20) to a sports organisation and 8.5% (11) to a community group.

The two major groups of respondents who chose correspondence as a method of learning their interest learnt through the Department of Education Correspondence School (22.7% or 10) and through a technical institute (18.2% or 8).

Sports organisations, religious organisations, and special interest organisations were often chosen as the organisations respondents learnt from and provided several methods that respondents could use. Respondents went to classes at secondary schools, technical institutes and organisations for teaching specific skills. Secondary schools and technical institutes also provided correspondence courses. Respondents went to talks provided by welfare or medical organisations.

When Agency-directed Learning Methods Not Used

Respondents who did not use agency-directed learning methods (private lessons, group classes, talks or conferences, organised discussion groups, or a correspondence course) were asked why they

had not used these methods. The three main reasons given were: methods not applicable to learning interest 43.9% (232); no methods available 16.4% (87); lack of time 10.0% (53). Respondents were asked for a second reason for their not having used agency-directed learning methods. The most common of these second reasons were: 25.5% (39) said the methods were not applicable; 18% (27) said the amount of money they could afford; and 11.8% (18) had some personal reason.

- Reasons respondents gave for not having used agency-directed learning methods to learn their interests were significantly related to the types of interests they had. Those with a sport interest were more likely than others to say that there was no methods available. Those with a craft interest were more likely to give lack of time as a reason.

ADLAS

Introduction

The following section contains a wide range of information about adla participation. As explained in Section 1 of this report, where "all adlas" are referred to this means all of the 693 adlas that respondents did, whereas for much of the following section only those adlas which were recorded as the respondent's first mentioned adla are discussed for the reasons given in "A Guide to the Analysis of the Data".

Types of Adlas

The first column of Table 65 indicates the proportion of all adlas which fell into each of the categories. The three most popular types of adlas were educational (26% of all adlas); vocational (21%) and craft (18%).

TABLE 65

DISTRIBUTION OF TYPES OF ADLAS

Adla Groups	% All Adlas done from each group	% first adlas from each group	% of all Adlas which were first adlas mentioned
Craft	17.5 (121)	17.2 (81)	66.9
Educational	25.7 (178)	21.7 (102)	57.3
Art	4.9 (34)	5.0 (24)	70.6
Pastime	5.2 (36)	6.2 (29)	80.6
Organisational	8.5 (59)	6.4 (30)	50.8
Sport	8.5 (59)	11.5 (54)	91.5
Vocational	21.2 (147)	22.7 (107)	72.8
Miscellaneous	8.5 (59)	9.3 (44)	74.6
TOTAL	100.0 (693)	100.0 (471)	68.0

Within the educational category the most popular activities were, commerce or business administration adlas (11.5% or 79 of all adlas) and social and behavioural sciences (3% or 20 of all adlas).

In the vocational category the most popular activities were basic training for industry (6.3% or 43 of all adlas), post-basic training for industry (5.4% or 37 of all adlas) and post-basic training for teachers (3% or 20 of all adlas).

In the craft category solid material handcrafts accounted for 5.1% (35) of all adlas, domestic activities for 3.6% (25) and technical handcrafts for 3% (21).

Table 65 also shows (in the second column) the percentage of first adlas which came from each of the adla categories and also, in the third column, the percentage of all adlas which were first adlas.

Methods Used to Learn Adlas

As can be seen from Table 66 classes were by far the most frequently used method of learning first adlas. The use of classes was fairly evenly spread over all activities. Those doing vocational, educational or organisational adlas were more likely than others to go to talks. Private lessons were more frequently used as a method of learning craft, art, pastime or sports adlas than to learn others. People went to discussion groups to learn organisational or vocational adlas but rarely to learn other adlas. Correspondence was most often used by those who learnt educational or vocational adlas.

Where Adlas were Learnt

The three main organisations that the 81 respondents who had learnt a craft activity as their first adla went to were secondary schools (37%), technical institutes (13.6%), and special interest organisations (11.1%).

Of the 102 people who learnt an educational activity 20.6% went to a university and 14.7% each to a secondary school and technical institute respectively.

TABLE 66
METHODS USED TO LEARN ADLAS

	Classes	Talks	Correspondence	Private Lessons	Discussion Group	TOTAL
Craft	20.8 (66)	1.9 (1)	15.4 (6)	22.2 (8)	-	17.2 (81)
Educational	20.2 (64)	34.0 (18)	38.5 (15)	8.3 (3)	7.7 (2)	21.7 (102)
Art	4.7 (15)	-	5.1 (2)	19.4 (7)	-	5.1 (24)
Pastime	7.6 (24)	-	-	13.9 (5)	-	6.2 (29)
Organisational	4.4 (14)	13.2 (7)	-	-	34.6 (9)	6.4 (30)
Sport	13.6 (43)	-	2.6 (1)	25.0 (9)	3.8 (1)	11.5 (54)
Vocational	19.6 (62)	39.6 (21)	33.3 (13)	8.3 (3)	30.8 (8)	22.7 107
Miscellaneous	9.1 (29)	11.3 (6)	5.1 (2)	2.8 (1)	23.1 (6)	9.3 (44)
Column Total	100.0 (317)	100.0 (53)	100.0 (39)	100.0 (36)	100.0 (26)	100.0 (471)

$P < .01$

Twenty-four respondents had learnt an art activity from private tutors (29.2%); secondary schools (20.8%); and cultural organisations (16.7%).

Of the 29 who learnt an activity from the pastime group, 34.5% went to agencies for teaching specific, usually non-vocational skills, 24.1% to government departments, and 13.8% to special interest organisations.

Fifty-four respondents learnt a sport adla and more than half of them (55.6%) went to a sports organisation to do so, while 9.3% each went to community organisations, secondary schools and private tutors respectively.

Of the 107 respondents learning a vocational adla, 22% went to technical institutes, 19.6% to government departments and 17.8% to other employing organisations.

Of the 44 respondents who were doing an activity from the miscellaneous category, 27.3% went to religious organisations, 18.2% to welfare/medical organisations, and 11.4% each to government departments and to community organisations.

The following paragraph outlines the adlas those organisations catering for more than 20 respondents were responsible for teaching. Secondary schools taught 59 respondents. Half of these (50.8%) learnt a craft adla, 25.4% learnt an educational adla, 8.5% each learnt sport and art. Technical institutes catered for 56 people who were learning vocational adlas (42.9%), educational (26.8%) and craft (19.6%) adlas. Forty-four respondents learnt activities from government departments. Almost half (47.7%) learnt vocational adlas, 15.9% learnt pastimes and the same number learnt educational adlas. Thirty-four people went to sports organisations with 88.2% learning sport and 8.8% learning an adla from the miscellaneous group. Community organisations taught craft adlas (24.1%), organisational adlas (24.1%), sport adlas (17.2%), and miscellaneous adlas (17.2%) to 29 respondents.

Employing organisations (aside from the Government) catered for 28 people teaching them vocational adlas (67.9%), educational adlas (17.9%), and craft activities (7.1%). Twenty seven people went to special interest organisations and learnt crafts (33.3%), organisational adlas (29.6%), and pastimes (14.8%). Twenty six people went to university: 80.8% of them learnt an educational adla, 11.5% a sport adla, and 7.7% a vocational adla. Twenty-four people went to private tutors. One third (33.3%) learnt a craft, 29.2% an art activity, and 20.8% a sport activity.

Table 67 illustrates where the different types of adlas were learnt. Craft, educational and vocational adlas were the groups most often learnt in the respondent's own home whereas pastimes, organisational, sport and miscellaneous adlas were rarely or never learnt at home. As expected, vocational adlas were most frequently learnt at work. A disproportionately high number of organisational adlas were learnt in another town while this was the case for disproportionately few craft adlas.

Length of Course

Most adlas were part-time and did not last as long as a term. A marginally lower proportion of adlas were part-time but lasted a full year and the third most popular time span was for a part-time activity which lasted one term.

Table 68 shows the significant relationship between the types of adlas people were learning and the time they learnt it. As would be expected a disproportionately high number of those doing educational and vocational adlas were involved in them on a full-time basis. Respondents with sporting adlas were most over-represented amongst those learning their activity for one term. Those learning a craft were over-represented in the group who learnt for two terms.

Respondents were asked how many meetings, classes, etc, they had attended while learning their adla. Over half had attended five or fewer meetings.

TABLE 67
WHERE ADLAS WERE LEARNT

	Elsewhere in same town	In another town	Work	Home	TOTAL
Craft	20.1 (61)	10.5 (8)	5.9 (3)	22.0 (9)	17.2 (81)
Educational	19.8 (60)	26.3 (20)	13.7 (7)	36.6 (15)	21.7 (102)
Art	6.6 (20)	1.3 (1)	2.0 (1)	4.9 (2)	5.1 (24)
Pastime	5.9 (18)	7.9 (6)	9.8 (5)	-	6.2 (29)
Organisational	5.3 (16)	15.8 (12)	3.9 (2)	-	6.4 (30)
Sport	14.9 (45)	9.2 (7)	2.0 (1)	2.4 (1)	11.5 (54)
Vocational	16.2 (49)	22.4 (17)	54.9 (28)	31.7 (13)	22.7 (107)
Miscellaneous	11.2 (34)	6.6 (5)	7.8 (4)	2.4 (1)	9.3 (44)
Column Total	100.0 (303)	100.0 (76)	100.0 (51)	100.0 (41)	100.0 (471)

P<.001

TABLE 68

LENGTH OF COURSE

	All other part time courses	Full Year*	One Term*	Two terms*	Part year full time	Full year full time	TOTAL
Craft	11.2 (18)	23.8 (35)	21.3 (16)	27.0 (10)	6.7 (2)	-	17.2 (81)
Educational	14.3 (23)	25.9 (38)	17.3 (13)	16.2 (6)	30.0 (9)	61.9 (13)	21.7 (102)
Art	2.5 (4)	8.2 (12)	5.3 (4)	8.1 (3)	3.3 (1)	-	5.1 (24)
Pastime	7.5 (12)	4.8 (7)	9.3 (7)	2.7 (1)	6.7 (2)	-	6.2 (29)
Organisational	9.9 (16)	5.4 (8)	4.0 (3)	2.7 (1)	6.7 (2)	-	6.4 (30)
Sport	9.3 (15)	12.2 (18)	18.7 (14)	13.5 (5)	-	9.5 (2)	11.5 (54)
Vocational	31.1 (50)	13.6 (20)	14.7 (11)	18.9 (7)	43.3 (13)	28.6 (6)	22.7 (107)
Miscellaneous	14.3 (23)	6.1 (9)	9.3 (7)	10.8 (4)	3.3 (1)	-	9.3 (44)
TOTAL	100.0 (161)	100.0 (147)	100.0 (75)	100.0 (37)	100.0 (30)	100.0 (21)	100.0 (471)

* Part-time activities with meeting/lessons at least once a week (excluding holidays)

P<.001

Whether Respondent had Learnt Activity Before

For 76% of respondents doing adlas it was the first time they had done them. Sixteen percent of those who did adlas had done part of them before and 9% had learnt an identical activity before.

Certificate

Thirty-four percent of those who did adlas hoped (at the outset of the activity) to receive a certificate when they finished.

Completion of Activity

As Table 69 indicates, a very high proportion of all adlas were completed. Respondents with vocational adlas were slightly over-represented in the group which had completed adlas.

Those who learnt educational adlas were over-represented in those who had completed less than the whole of their activity. Those who did crafts, arts, or pastimes were more likely to have completed less than half their adla whereas no one with an organisational or vocational adla fell into this category.

Distance

Well over half of the respondents travelled less than ten miles to the place their adla was held and over one third travelled under five miles.

Transport

Over three quarters of respondents used a private motor vehicle to get to the place where their adlas was taught (refer to Table 70).

Method of Finding Out About Activity

As can be seen from Table 71 a large majority of people found out about their adla by being directed, required, or selected to do it, or by word of mouth. Those learning a craft were over-represented in terms of finding out about their adla through newspaper or magazine advertisements. Those learning educational studies were more likely than others to find out about their activity through a

TABLE 69

COMPLETION OF ADLA

	Completed Adla	Completed half or more	Completed less than half	Adla still in progress	TOTAL
Craft	16.0 (55)	17.1 (7)	25.7 (9)	19.6 (10)	17.2 (81)
Educational	19.8 (68)	34.1 (14)	37.1 (13)	13.7 (7)	21.7 (102)
Art	4.1 (14)	4.9 (2)	11.4 (4)	7.8 (4)	5.1 (24)
Pastime	6.1 (21)	2.4 (1)	11.4 (4)	5.9 (3)	6.2 (29)
Organisational	6.4 (22)	4.9 (2)	-	11.8 (6)	6.4 (30)
Sport	10.2 (35)	19.5 (8)	11.4 (4)	13.7 (7)	11.5 (54)
Vocational	26.2 (90)	12.2 (5)	-	23.5 (12)	22.7 (107)
Miscellaneous	11.3 (39)	4.9 (2)	2.9 (1)	3.9 (2)	9.3 (44)
TOTAL	100.0 (344)	100.0 (41)	100.0 (35)	100.0 (51)	100.0 (471)

P<.01

TABLE 70
TRANSPORT TO ACTIVITY

Means of transport	All Adlas
Car, truck or van	77.0 (447)
Public transport	8.3 (48)
Walking	8.1 (47)
Motor or power cycle	3.1 (18)
Other	2.6 (15)
Bicycle	.7 (4)
TOTAL	100.0 (579)

TABLE 71
METHOD OF FINDING OUT ABOUT ACTIVITY

	Directed/ required/ selected to do adla	Word of mouth	Newspaper advertise-ment	Brochure/ Calendar	From same or allied organisa-tion	Not sure always knew about it	School or Vocational Counsellor	Magazine Advertise-ment	Other	Radio Advertise-ment	TOTAL
Craft	5.4 (6)	21.4 (22)	39.7 (27)	13.8 (9)	14.3 (8)	22.7 (5)	-	33.3 (2)	8.0 (2)	-	17.2 (81)
Education-al	19.6 (22)	19.4 (20)	25.0 (17)	33.8 (22)	12.5 (7)	27.3 (6)	33.3 (3)	16.7 (1)	12.0 (3)	20.0 (1)	21.7 (102)
Art	-	7.8 (8)	5.9 (4)	4.6 (3)	5.4 (3)	4.5 (1)	-	16.7 (1)	16.0 (4)	-	5.1 (24)
Pastime	6.3 (7)	6.8 (7)	1.5 (1)	4.6 (3)	5.4 (3)	18.2 (4)	-	-	12.0 (3)	20.0 (1)	6.2 (29)
Organisat-ional	6.3 (7)	6.8 (7)	1.5 (1)	3.1 (2)	17.9 (10)	4.5 (1)	-	-	4.0 (1)	20.0 (1)	6.4 (30)
Sport	2.7 (3)	21.4 (22)	14.7 (10)	9.2 (6)	7.1 (4)	9.1 (2)	22.2 (2)	-	12.0 (3)	40.0 (2)	11.5 (54)
Vocation-al	51.8 (58)	7.8 (8)	7.4 (5)	21.5 (14)	14.3 (8)	13.6 (3)	33.3 (3)	33.3 (2)	24.0 (6)	-	22.7 (107)
Miscella-neous	8.0 (9)	8.7 (9)	4.4 (3)	9.2 (6)	23.2 (13)	-	11.1 (1)	-	12.0 (3)	-	9.3 (44)
TOTAL	100.0 (112)	100.0 (103)	100.0 (68)	100.0 (65)	100.0 (56)	100.0 (22)	100.0 (9)	100.0 (6)	100.0 (25)	100.0 (5)	100.0 (471)

P<.001

brochure or calendar. As would be expected respondents learning an organisational activity were likely to have found out about it through the same or an allied organisation.

Respondents who learnt sport were over-represented in the group finding out about their learning activity by word of mouth.

Would Respondent Recommend Activity

As shown in Table 72 the majority of those doing all adlas would recommend their activity to others. There was no significant relationship between whether respondents would recommend their activity and the types of activities they learnt as their first adlas.

Reasons for Doing Activity

As Table 73 shows the most frequently stated main reasons respondents gave for having done an adla (this refers to all adlas) were to help in their job, to improve their general education, and to learn more about their special interest. The three most frequently mentioned second reasons were, to improve general education, to meet others with similar interests and to spend spare time more enjoyably.

Table 74 shows the reasons respondents gave for learning their first adla, according to which category the adla fell into.

A higher proportion of those who learnt adlas to help them in their present job or to prepare for a new job were, predictably, doing educational or vocational adlas. None of those learning art were doing so for either of these job-related reasons. Instead, a disproportionately high number of respondents learning art, pastimes, organisational or miscellaneous activities were doing so in order to make a community contribution.

TABLE 73
REASONS FOR DOING ACTIVITY

The activity was done to help the respondent:	All Adlas	
	1st reason*	2nd reason*
In his or her job	22.3 (152)	6.6 (36)
Improve general education/ knowledge/experience	18.3 (125)	29.0 (158)
Learn more about special interest	16.6 (113)	11.0 (60)
With some aspect of home or family life	10.0 (68)	6.6 (36)
By giving respondent an interest outside job/home	10.0 (68)	9.7 (53)
Prepare for a new job	9.1 (62)	5.7 (31)
Make some contribution towards the community	6.3 (43)	5.1 (28)
Spend spare time more enjoyably	3.9 (27)	12.1 (66)
Meet other people with similar interests	3.4 (23)	14.1 (77)
TOTAL	100.0 (681)	100.0 (545)

* Respondents were asked to state the most important reason they had for doing the activity (1st reason) and also the next most important reason (2nd reason). Not as many respondents who gave a first reason would have given a 2nd reason.

TABLE 72
WHETHER RESPONDENT WOULD RECOMMEND ACTIVITY

Yes definitely	Yes probably	Not sure	No probably not	No definitely not	TOTAL
75.8 (523)	14.8 (102)	5.0 (35)	2.6 (18)	1.6 (11)	100.0 (689)

TABLE 74
REASONS RESPONDENTS GAVE FOR DOING FIRST ADLAS

	In present job	Learn about special interest	Improve general education	Develop an outside interest	Improve family or home life	Prepare for a new job	Make a community contribution	Enjoy spare time more	Meet others with similar interests	TOTAL
Craft	3.8 (4)	22.2 (18)	9.9 (8)	42.6 (23)	31.9 (15)	2.9 (1)	-	52.6 (10)	6.7 (1)	17.3 (80)
Educational	27.6 (29)	19.8 (16)	35.8 (29)	7.4 (4)	4.3 (2)	48.6 (17)	3.8 (1)	-	13.3 (2)	21.6 (100)
Art	-	11.1 (9)	2.5 (2)	5.6 (3)	2.1 (1)	-	11.5 (3)	21.1 (4)	13.3 (2)	5.2 (24)
Pastime	1.9 (2)	8.6 (7)	4.9 (4)	5.6 (3)	8.5 (4)	5.7 (2)	11.5 (3)	10.5 (2)	-	5.8 (27)
Organisational	2.9 (3)	1.2 (1)	7.4 (6)	3.7 (2)	14.9 (7)	2.9 (1)	19.2 (5)	-	33.3 (5)	6.5 (30)
Sport	1.0 (1)	13.6 (11)	9.9 (8)	33.3 (18)	10.6 (5)	5.7 (2)	7.7 (2)	15.8 (3)	20.0 (3)	11.4 (53)
Vocational	57.1 (60)	17.3 (14)	17.3 (14)	-	2.1 (1)	31.4 (11)	15.4 (4)	-	6.7 (1)	22.7 (105)
Miscellaneous	5.7 (6)	6.2 (5)	12.3 (10)	1.9 (1)	25.5 (12)	2.9 (1)	30.8 (8)	-	6.7 (1)	9.5 (44)
TOTAL	100.0 (105)	100.0 (81)	100.0 (81)	100.0 (54)	100.0 (47)	100.0 (35)	100.0 (26)	100.0 (19)	100.0 (15)	100.0 463

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Those who did adlas to improve their home or family life were more likely to have learnt craft or organisational activities. Craft and art learners were over-represented in the group that was learning an activity in order to find out more about their special interest. As expected, a high proportion of those doing an adla to improve their general education learnt an educational adla, while those doing crafts or sport were more likely to do them in order to develop an outside interest. Those doing crafts, art, pastimes or sport frequently said they were doing them to spend their spare time more enjoyably whereas respondents learning educational, organisational, vocational or miscellaneous activities did not state this as a reason. Those doing art, organisational or sport adlas more frequently said they were learning the activity to meet others with similar interests than did those learning other adlas.

Ways Activity Helped Respondent

Table 75 contains information about how respondents said they were helped by doing their activity. Generally, the ways in which respondents said they had been helped by the activity were very similar to the reasons they had given for doing the activity. Some of the differences included the following: a considerably lower proportion of those who learnt a craft had been helped in their home or family life than the proportions of this group who said that was why they had taken up the activity in the first place. Additionally, a lower proportion of the craft group said they were helped by developing an outside interest than had given that as a reason for doing the activity. A higher proportion of craft learners and a lower proportion of those learning an organisational or sport activity were helped by meeting others with similar interests then had given that as a reason for doing the adla.

Difficulties Experienced while Learning Adla

Table 76 shows the difficulties respondents experienced while learning their first adla. Difficulties related to lack of time and background experience were by far the most frequently stated.

TABLE 75

WAYS IN WHICH DOING FIRST ADLAS HELPED RESPONDENTS

	In present job	General Education	Learn more about special interest	Outside Interest	Home or family life	Prepare for a new job	Meet others with similar interests.	Enjoy spare time more	Community Contribution	TOTAL
Craft	3.1 (3)	12.9 (11)	28.6 (22)	31.0 (13)	15.8 (6)	3.2 (1)	20.0 (6)	50.0 (13)	-	16.9 (75)
Educational	29.6 (29)	30.6 (26)	13.0 (10)	14.3 (6)	7.9 (3)	48.4 (15)	6.7 (2)	-	-	20.4 (91)
Art	-	2.4 (2)	10.4 (8)	9.5 (4)	2.6 (1)	-	16.7 (5)	11.5 (3)	5.6 (1)	5.4 (24)
Pastime	2.0 (2)	5.9 (5)	10.4 (8)	4.8 (2)	10.5 (4)	6.5 (2)	3.3 (1)	3.8 (1)	22.2 (4)	6.5 (29)
Organisational	3.1 (3)	5.9 (5)	2.6 (2)	2.4 (1)	13.2 (5)	6.5 (2)	23.3 (7)	3.8 (1)	22.2 (4)	6.7 (30)
Sport	1.0 (1)	5.9 (5)	14.3 (11)	38.1 (16)	15.8 (6)	3.2 (1)	13.3 (4)	30.8 (8)	5.6 (1)	11.9 (53)
Vocational	56.1 (55)	23.5 (20)	13.0 (10)	-	2.6 (1)	29.0 (9)	16.7 (5)	-	11.1 (2)	22.9 (102)
Miscellaneous	5.1 (5)	12.9 (11)	7.8 (6)	-	31.6 (12)	3.2 (1)	-	-	33.3 (6)	9.2 (41)
Total	100.0 (98)	100.0 (85)	100.0 (77)	100.0 (42)	100.0 (38)	100.0 (31)	100.0 (30)	100.0 (26)	100.0 (18)	100.0 (445)

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TABLE 76

DIFFICULTIES RESPONDENTS EXPERIENCED WHILE LEARNING THEIR FIRST ADLAS

	Time	Background Experience	Distance	Money	Energy	Keeness	Transport	TOTAL
Craft	14.9 (11)	14.1 (9)	6.7 (2)	21.4 (6)	21.4 (6)	11.1 (2)	13.3 (2)	14.8 (38)
Educational	25.7 (19)	29.7 (19)	23.3 (7)	10.7 (3)	32.1 (9)	16.7 (3)	20.0 (3)	24.5 (63)
Art	9.5 (7)	6.3 (4)	3.3 (1)	7.1 (2)	3.6 (1)	5.6 (1)	-	6.2 (16)
Pastime	2.7 (2)	1.6 (1)	20.0 (6)	7.1 (2)	-	22.2 (4)	6.7 (1)	6.2 (16)
Organisational	6.8 (5)	6.3 (4)	13.3 (4)	10.7 (3)	7.1 (2)	5.6 (1)	-	7.4 (19)
Sport	13.5 (10)	4.7 (3)	20.0 (6)	28.6 (8)	10.7 (3)	5.6 (1)	20.0 (3)	13.2 (34)
Vocational	16.2 (12)	25.0 (16)	10.0 (3)	14.3 (4)	17.9 (5)	33.3 (6)	13.3 (2)	18.7 48
Miscellaneous	10.8 (8)	12.5 (8)	3.3 (1)	-	7.1 (2)	-	26.7 (4)	8.9 (23)
total	100.0 (74)	100.0 (64)	100.0 (30)	100.0 (28)	100.0 (28)	100.0 (18)	100.0 (15)	100.0 (257)

P<.05

However, there were some differences in the extent of difficulties experienced according to the type of adla respondents were doing. Sixty-seven percent of those doing art adlas, 63% doing educational, organisational or sport adlas, 55% learning a past-time; 52% doing a miscellaneous activity, 47% doing crafts; and 45% doing vocational adlas had experienced difficulties.

Of those respondents who said that distance from the activity was a problem a disproportionately large number did pastimes, organisational activities or sport. A high proportion of adla participants with transport difficulties were doing sport or miscellaneous activities, while background experience was frequently a problem for those doing educational or vocational adlas. Time was a constraint for those learning an art adla; money was mentioned more frequently by those learning a craft or sport.

In addition those doing crafts or educational activities were more likely than other groups to mention lack of energy as a problem. Respondents learning pastimes or vocational adlas were more likely to say their level of enthusiasm for the adla was a difficulty.

UNMET NEEDS

Respondents were asked if there were any agency directed learning activities they were currently interested in doing if they had a chance.

Sixty-four percent said they were interested in such an activity (termed an unmet need).

Some of the most frequently mentioned unmet needs were from the craft group: 11.2% (114 people) said they would like to learn a solid material handcraft; 10.4% (106) would choose a technical handcraft; and 5.5% (56) mentioned a domestic activity. From the educational group, 5.4% (55) of those who had an unmet need said they would like to study a subject from the humanities group; 6.8% (70) would like to study a subject from the commerce and business administration group. From the art group 5.6% (57) of

individuals would like to learn music. The distribution by type of unmet need for all expressed unmet needs is shown in Table 77.

Reasons for Wanting to Learn an Activity

As Table 78 shows the three main reasons people gave for wanting to learn their unmet need were as follows: to improve their general education, to help them spend their spare time more enjoyably, and to give them an interest outside their job or home. These were also the most frequently chosen second reasons. One reason that was frequently chosen as a second reason, but not as a main reason, was to meet other people with similar interests.

Reasons respondents gave for wanting to learn their unmet needs were significantly related to the types of unmet needs they had.

A disproportionately high number of those who said it was for present or future job related reasons came from the group with educational and vocational unmet needs. Those with educational, organisational or miscellaneous unmet needs were more likely to want to do them to make a community contribution than were other groups. Respondents with craft needs were more likely to say they wanted to do the activity to improve their home life while those with unmet needs for art and pastime activities were likely to say they wanted to learn more about their special interest. Of those who wanted to learn craft or art adlas a similarly disproportionate number gave the following reasons; to give the respondent an outside interest, to help spend their spare time more enjoyably, and to meet others with similar interests.

Preferred Method for Learning Unmet Need

Table 79 shows that going to group classes was by far the most popular way of learning an unmet need. Private lessons were the second most popular choice and only very small percentages of people named any other method.

Methods respondents said they would prefer to use to learn their unmet needs and the types of unmet needs they had were significantly[1]

1 $p < .001$

TABLE 77
UNMET NEEDS

Type of Unmet Need	Percentage of all Unmet Needs
Craft	34.1 (349)
Educational	22.5 (230)
Expressive Art	12.1 (124)
Sport	10.2 (104)
Vocational Training	9.3 (95)
Pastimes	6.3 (64)
Organisational	3.6 (37)
Miscellaneous	1.9 (19)
TOTAL	100.0 (1022)

TABLE 78

REASONS FOR WANTING TO LEARN UNMET NEED

	Most important reason	Next most important reason*
To improve general education/knowledge/ experience	17.2 (173)	18.1 (144)
To help respondent spend spare time more enjoyably	16.7 (168)	22.1 (176)
To give respondent an interest outside job/home	15.6 (157)	15.8 (126)
To improve some aspect of home or family life	13.4 (135)	7.4 (59)
To learn more about respondent's special interest	10.6 (107)	9.8 (78)
To prepare for a new job	8.7 (88)	4.4 (35)
To help respondent in present job	8.3 (84)	3.0 (24)
To make some contribution towards the community	6.4 (64)	4.5 (36)
To meet other people with similar interests	3.0 (30)	14.7 (117)
TOTAL	100.0 (1006)	100.0 (795)

* Fewer respondents stated a second reason than had stated a first reason.

$P < .001$

TABLE 79

PREFERRED METHOD FOR LEARNING ACTIVITY

Go to group classes or coaching sessions	61.0 (620)
Take private lessons from a tutor or coach	25.6 (260)
Belong to an organised discussion group	3.8 (39)
Take a correspondence course with lessons by mail	3.6 (37)
Go to talks or conferences	2.4 (24)
Take a correspondence course including lessons on TV	1.9 (19)
Take a correspondence course including lessons on radio	.6 (6)
Did not know	1.1 (11)
TOTAL	100.0 (1016)

related. Those whose unmet need was for a craft adla said they preferred classes, while those with an educational unmet need preferred talks, discussion groups or correspondence (by mail or TV). Those interested in learning art showed a preference for private lessons and correspondence (by mail); those wanting to learn a pastime preferred private lessons and correspondence (by TV). Those with an interest in organisational adlas preferred talks or discussion groups while those interested in sport preferred private lessons and correspondence (by TV).

Reasons for not having Learnt Activity so Far

Respondents were asked for up to two reasons why they had not learnt their unmet need so far. This was an open-ended question and a variety of responses were given. A distinction was made between responses which indicated that the respondent did not have enough time for learning the activity (the reason at the top of Table 80) and responses which indicated that respondents could not do their activity because they had something else to do at the same time. If someone replied "family commitments" and enough information was given so it could be coded as either lack of time or clash with other activities then it was thus coded, if not it was left as "family commitments". Sometimes respondents had only recently become interested in doing the activity and had not sufficient time to start a course. One reason respondents gave was "lack of knowledge about activity" which could have been due to inadequate vocational guidance.

Respondents sometimes gave reasons such as "I am too shy to join a class" or "my husband would not approve" and these were coded as "personal reasons". Some people had replied simply "no opportunity" and these answers were coded as such. There were also people, for instance, who wanted to learn the piano but did not have one or lived in a block of flats where no noise of that sort was allowed and these replies were coded "no equipment/facilities available".

The three most popular reasons given for not having learnt an unmet need were: the time the respondent could spare for the activity; a clash with other commitments; and the money the respondent could afford to spend on the activity.

TABLE 80

REASON FOR NOT HAVING LEARNT ACTIVITY SO FAR

	Main Reason	Second Reason
Amount of time respondent could spare	36,7 (352)	19.0 (79)
Clash with other commitments	9.5 (91)	12.2 (51)
Amount of money respondent could afford	8.3 (79)	13.7 (57)
No classes available	6.2 (59)	3.6 (15)
A recent interest only	6.2 (59)	3.6 (15)
Amount of energy respondent had	4.6 (44)	4.6 (19)
Lack of knowledge about activity	4.6 (44)	5.0 (21)
Distance respondent would have to travel	4.3 (41)	7.5 (31)
Amount of background experience/knowledge respondent had (eg prerequisites)	3.6 (34)	3.4 (14)
Personal reasons	1.3 (12)	7.7 (32)
Health reasons	2.7 (26)	3.1 (13)
No opportunity	2.6 (25)	.9 (4)
Lack of transport	1.9 (18)	3.1 (13)
Respondent moving around	1.0 (10)	.5 (2)
Lack of equipment/facilities available	.8 (8)	3.1 (13)
Classes full	.5 (5)	.5 (2)
Other reasons	1.0 (10)	4.8 (20)
TOTAL	100.0 (958)	100.0 (416

SOME COMPARISON OF ADLAS, INTERESTS AND UNMET NEEDS

Eleven percent of the respondents had no interests, no unmet need and no adlas. Eighteen percent had no interests and no adlas, while 29% had no adlas and no unmet need. An analysis was carried out to determine whether respondents who had an interest, an unmet need and were doing an adla were different in any way from those respondents who had an interest and an unmet need but were not doing an adla. There was no sex difference between the two groups.

Table 81 lists the proportions of adlas, interests and unmet needs found in each of the major groupings of activities (and thus combines the information from Tables 63, 65 and 67).

A similarly high proportion of unmet needs and adlas were chosen from the educational grouping. Not very many interests came from this group. A high proportion of adlas were chosen from the vocational training group. About half of the percentage that chose vocational training as an adla selected it as an unmet need. Craft activities were the most frequently selected as interests and unmet needs and the third most popular choice as adlas. Twice as many people selected craft as an unmet need than were doing it as an adla. Similar percentages (about 10%) selected sport as an unmet need as selected it as an adla. Over twice this percentage (approximately 23%) named it as their main interest. Over twice the percentage that were doing an art expressive activity as an adla named it as their unmet need.

Table 82 shows the reasons respondents gave for doing adlas and the reasons they gave for wanting to learn their unmet need. The percentages of those doing adlas who gave the following reasons: "Improve general education"; "help with some aspect of home or family life"; "to prepare for a new job"; "to make some contribution towards the community"; and "to meet others with similar interests" were similar to the percentages who stated these reasons as the reasons they had for wanting to do their unmet need. A far greater proportion of those doing adlas said they were doing them to help in their job than expressed that reason for wanting to learn an unmet need. More of those learning adlas than those with an unmet

TABLE 81

GROUPS OF ACTIVITIES

Activity Group	Adlas	Interest	Unmet Need
Educational	25.7 (178)	4.0 (49)	22.5 (230)
Vocational training	21.1 (147)	-	9.3 (95)
Craft	17.5 (121)	45.4 (561)	34.1 (349)
Sport	8.5 (59)	24.8 (307)	10.2 (104)
Organisational	8.5 (59)	4.4 (55)	3.6 (37)
Miscellaneous	7.5 (52)	5.7 (71)	1.9 (19)
Pastimes	5.2 (36)	5.3 (65)	6.3 (64)
Expressive Art	4.9 (34)	10.4 (129)	12.1 (124)
TOTAL	100.0 (693)	100.0 (1237)	100.0 (1022)

TABLE 82

REASONS FOR LEARNING ADLA COMPARED TO REASONS FOR WANTING TO LEARN UNMET NEED

	Reasons for learning Adla		Reasons for wanting to learn Unmet Need	
	1st Reason*	2nd Reason*	1st Reason	2nd Reason**
In his or her job	22.3 (152)	6.6 (36)	8.3 (84)	3.0 (24)
Improve general education/ knowledge/experience	18.3 (125)	29.0 (158)	17.2 (173)	18.1 (144)
Learn more about special interest	16.6 (113)	11.0 (60)	10.6 (107)	9.8 (78)
With some aspect of home or family life	10.0 (68)	6.6 (36)	13.4 (135)	7.4 (59)
By giving respondent an interest outside job/home	10.0 (68)	9.7 (53)	15.6 (157)	15.8 (126)
Prepare for a new job	9.1 (62)	5.7 (31)	8.7 (88)	4.4 (35)
Make some contribution towards the community	6.3 (43)	5.1 (28)	6.4 (64)	4.4 (36)
Spend spare time more enjoyably	3.9 (27)	12.1 (66)	16.7 (168)	22.1 (176)
Meet other people with similar interests	3.4 (23)	14.1 (77)	3.0 (30)	14.7 (117)
TOTAL	100.0 (681)	100.0 (545)	100.0 (1006)	100.0 (795)

* Respondents were asked to state the most important reason they had for doing the activity (1st reason) and also the next most important reason (2nd reason). Not as many respondents who gave a first reason would have given a 2nd reason.

** Fewer respondents stated a second reason for wanting to learn their unmet need than stated a first reason.

need, gave as their reason "to learn more about their special interest". A far greater proportion of those with an unmet need than those with adlas mentioned wanting an interest outside their jobs or homes or wanting to spend their spare time more enjoyably as reasons.

Table 83 shows the methods respondents used to learn their adlas, and the methods they would prefer to use to learn their unmet need respectively. For both groups, group classes were mentioned most frequently and a similar number of times. Talks were the second most frequently used method for learning adlas whereas very few of those with an unmet need stated them as the preferred method of learning. More than three times the percentage who had used private lessons to learn their adla selected private lessons as the method they would like to use to learn their unmet need. Half the number who used the discussion group method to learn their adla would choose it as their preferred method for learning an unmet need.

Reasons respondents gave for not having learnt their unmet need yet and the types of unmet need they had were significantly[1] related. People with a desire to learn a craft were over-represented amongst those saying that distance, transport, lack of time, and a clash with other activities were the reasons for their not having learnt their crafts so far. The educational group were more likely to mention no classes, lack of knowledge about activities, inappropriate background experience, family constraints or that the interest was only recent. The art group frequently mentioned lack of money or energy as constraints.

Respondents with an unmet need for a pastime were over-represented in the frequency with which they mentioned money and health as reasons for their not having learnt their unmet need. Lack of knowledge and background experience were important for the organisational group, money and health for the sport group, inappropriate background experience for the vocational group and transport and health for the miscellaneous group.

1 $p < .001$

TABLE 83

METHOD USED TO LEARN ADLAS AND PREFERRED METHOD FOR LEARNING UNMET NEEDS

Method	Method Used	Method Preferred
Group classes or coaching sessions (with an instructor)	65.6% (452)	61.7% (620)
Talks or conferences	12.8% (88)	2.4% (24)
Private lessons (on a one-to-one basis)	7.7% (53)	25.9% (260)
Discussion group	7.3% (50)	3.9% (39)
Correspondence Course	6.7% (46)	6.2% (62)
TOTAL	100.0% (689)	100.0% (1005)

SECTION 4 : CONCLUSIONS AND POLICY IMPLICATIONS

It is appropriate to review the major findings of this study as they relate to its objectives, outlined at the beginning of Section 1. Comment will also be made throughout this section on the possible policy implications of these findings.

Which Organisations Offer Adlas

The first aim of the survey was to identify the types of organisations which offered agency-directed learning activities.

Adult learning activities were learnt from a wide variety of organisations and institutions - not only from the traditional educational institutions but also from a host of community organisations, cultural and sports clubs, rehabilitation and training organisations, political parties and social action groups as well as employing organisations and professional associations.

Thus adla participants more often learnt their activity from general educational organisations (secondary schools, technical institutes and universities) than any other organisations but special interest groups such as cultural, sports or political groups were important and approximately a quarter of respondents learnt their adlas from them. A high proportion learnt their adlas from an employing organisation - two thirds were working in government departments and one third for other employers.

Additionally some respondents learnt their interests by agency-directed learning methods. Most of them used group classes or coaching sessions, private lessons (half not associated with any organisations) or they went to talks and conferences. Of those who belonged to a discussion group the highest proportion belonged to a religious group; others went to special interest groups, sports organisations or community groups.

By adopting the broad definition of adult learning that it did this survey has revealed the relative importance of those agencies

traditionally associated with adult learning. It has highlighted the important role of special interest groups and employers in providing opportunities for this learning.

What Sort of People Make Use of Adlas

The second aim of the study was to determine what use was made of adlas in 1977, both in terms of the numbers participating and the characteristics of those doing adlas.

Thirty percent of the sample were doing adlas, and each adla participant was doing 1.5 adlas on average. In addition, over three-quarters of those people with an interest used an agency-directed learning method at some stage while learning their interest. However, only a quarter of them used this as their main method.

Adla participants were not a cross-section of the general population and differed on a number of characteristics. They were more likely to be younger people; more likely to be in paid employment and in professional or technical occupations; more likely to own or have the use of private transport and more likely to have lived in their location for less than five years. People not in paid employment at the time of the survey were asked for their previous occupations and those who had been in professional and clerical categories were more likely to have done adlas than those previously in other occupational categories.

The types of adlas engaged in were also related to participants' characteristics. Sport, educational and vocational adlas were most popular amongst the younger age groups, while crafts were most popular amongst those aged 30-49 years. Those in professional and technical occupations were the most likely to be doing educational and vocational adlas.

The findings that half of the adla participants travelled less than 10 miles to their adla, one-third less than five miles and three-quarters of adla participants used cars, indicate that adlas must

be relatively close to home for most people and not centralised. Recent fuel crises and price rises have re-emphasised the importance of transport factors in access to continuing education.

Recognising the growing importance of women as participants in continuing education, adla activity was examined for any sex differences that might be apparent. While there was no statistically significant difference between the sexes in their rates of adla participation, there was a difference in the types of adlas that they did. Women more often learnt a craft activity to "help with some aspect of their home and family life" while men learnt vocational activities to "help them with their jobs". Similarly women differed from men in the difficulties they experienced doing their activity, most often saying that money and the availability of transport were problems while men said their lack of background knowledge and experience was the greatest problem. Men were significantly more likely to have completed their adlas but this may be related to their higher participation in vocational adlas which were the most likely to have been completed of all adlas.

The finding that the existence of dependent children affects adla participation for women but not for men may not be any surprise, but the nature of that relationship is, for women without dependent children are <u>less</u> likely to be doing adlas than women with children.

Another surprising result is the relationship discovered between women's workforce participation and their involvement in adlas. Those women most likely to be doing adlas are those in part-time employment (up to 20 hours per week) while those not in paid employment are least likely to be involved. Thus, women who work are more likely to do adlas. Women in full-time employment are also more likely to adopt the "male" pattern of participation in educational and vocational adlas.

At the same time, however as the demand from women for day-time courses is increasing, organisations providing adlas are finding the cost of courses is rising, and thus preventing the development of new courses.

What Unmet Needs Are There For Adlas?

The third objective of the survey was to determine the extent to which unmet needs for new adlas exist, either in terms of the subjects available, or in the methods respondents preferred to learn their adlas. Sixty-five percent of the sample said they would like to do an agency-directed learning activity if they could.[1] It is probably in this section of the data that the most interesting findings were revealed, and the most important for future policy making. Clear differences were shown in a number of areas which should be of concern to those involved in continuing education.

1 Comparing the numbers doing particular types of activities as adlas with the numbers who mentioned these activities as unmet needs the following differences are apparent: craft adlas were the third most frequently chosen group for those doing an adla, but they were the most frequently chosen unmet need as they were chosen twice as often as an unmet need as they were as an adla. Similarly over twice as many people had an unmet need for an art adla as were actually doing it. On the other hand, about half the number who chose vocational training as an adla (the second most popular adla) chose it as an unmet need. Educational and sports adlas were chosen about as frequently as both adlas and unmet needs.

This finding clearly indicates that not only does a high proportion of the population have an unmet need for an adult learning activity, the needs are proportionately greater in craft and art areas rather than in educational and vocational areas.[2]

1 However experience with surveys preceding the establishment of community colleges has shown that the number who actually take advantage of the learning activities when they become available is considerably smaller than the number who indicated in the surveys that they wished to participate.

2 It should be remembered that the survey was conducted in early 1978 and were the same questions to be asked today in a time of historically high unemployment and job insecurity the numbers seeking further education in job skills and employment-oriented courses could well be higher.

2 Respondents not only had unmet needs for certain types of adlas but also for particular methods of learning. Comparing the methods respondents used to learn their adlas with those they would choose to learn their unmet need the major difference is between those who were able to use private lessons and the four times greater number who would prefer to use them. On the other hand, considerably fewer respondents would choose talks or conferences as a method than had actually used them and discussion groups would have been used less often from preference. One explanation for this finding is that those who have been absent, often for long periods, from learning situations, find more security in a structured one-to-one learning environment.

If this gap between ideal methods and methods used is to be closed respondents would somehow have to gain access to private lessons that, at the moment, in practical terms, seem to be denied them.

3 Again respondents with unmet needs differed from the general population on a number of characteristics; they were most likely to come from secondary urban areas (surprisingly not rural areas); to be in paid employment (for women full-time rather than part-time) but, unlike adla participants, not necessarily to be in the professional, administrative or clerical occupations.

4 When adla participants' reasons for learning adlas were compared with the reasons why respondents who had unmet needs wanted to learn these, important differences were revealed. The most important reasons for those who had done adlas were connected with jobs, general education and special interests in that order, while general education, outside interests, enjoying spare time and families dominated the reasons for wanting to learn unmet needs.

Thus it would appear that the group wanting to learn unmet needs is different from those already doing adlas in terms of the subjects they want to study, the methods they want to use to study them, the levels at which they wish to enter the activity and their reasons for wanting to study.

Are People Satisfied with their Adlas?

The fourth objective of the study was to determine what improvements could be made to existing agency-directed learning activities. Obviously in such a "broad sweep" survey such as this answers to this question can only be very general.

The results of several questions suggest that on the whole adla participants were very satisfied with their activities. Almost all respondents stated that they would recommend the activity and eighty percent had completed their adlas (excluding those for whom it was still in progress); only a few had completed less than half. (While vocational adlas were the most likley to be completed; educational adlas were over-represented in those most often not completed.)

In addition, the reasons respondents gave for having done their adla paralleled almost exactly the ways in which they said the activity had helped them.

This does not mean, however, that respondents had experienced no difficulties in doing their adlas, as in fact over half of those who had done adlas had had difficulties. The most frequently experienced difficulties were time, lack of background knowledge, distance from the activity and money. Other frequently mentioned reasons were a time clash with other activities, no classes available, and lack of knowledge about the activity.

There were differences in the extent of difficulty experienced according to the type of adla being undertaken, from a high of nearly seventy percent of those doing art activities to a low of under a half of those doing vocational adlas. Thus it appears that there is a need for adlas to be more available in certain areas, to cost less and for there to be more information provided about activities. Some of those who stated that there were no classes available for them to learn their unmet need may have just been unaware of them. This need for the provision of more information is illustrated by the fact that so many individuals found out

about their activity by word of mouth. It appears that adult learning needs to be so structured that a wider variety of levels of expertise are catered for within the activity than at present.

Finally, caution should be exercised in giving too literal an interpretation to the finding that lack of time prevented many respondents learning their unmet need. It should be considered in association with the finding that there was no relationship between either the amount of spare time respondents had (37 hours on average in a typical week) or the amount they spent on spare time activities, and whether or not they were doing an adla or had an unmet need.

Taking the findings as they relate to these four objectives together it is possible to draw pictures of three differing groups of individuals with respect to their relationship to the adult learning variables examined in this study.

There was a small group of respondents (11%) who had no interests or unmet needs and were doing no adlas. The members of this group were older, more often women, widowed, less likely to be in paid employment, less likely to be in professional, administrative and clerical groups and less highly qualified than those in the other two groups.

The second group, larger than the first (and almost 30% of respondents), were doing adlas and also had interests and unmet needs. These individuals tended to be younger, unmarried, in paid employment, in professional, administrative and clerical groups, and to be more mobile.

The final group comprised the majority of respondents and was composed of individuals who had an interest or an unmet need but were not doing adlas. The group who had unmet needs expressed needs for different activities and for activities with a wider variety of levels than presently provided. They expressed a need to be able to use learning methods they are not using as frequently at present. They also wanted to do activities for different reasons than had been their motivating reasons for doing adlas in the past.

Conclusions

The following features of continuing education internationally in the 1980s, have been identified.[1]

1 Continuing/adult education is becoming integrated into national systems of education in contrast to its previously marginal existence.

2 Continuing education has come to be seen not just as a way of learning hobbies, but also as a way of equalising educational opportunity and compensating for former deprivation through "second chance" education.

3 Continuing education has a growing role in providing a skilled workforce in times of rapid economic and technological change. This role encompasses staff training and retraining in the use of micro-technology, management and personnel training and retraining for "mid-life" career changes.

It has been argued that there is an uneasy tension between the latter two roles of continuing education. Much of the third role involves further accreditation and may only widen the gap between the "haves" and "have-nots" in the education field. The result for some educators has been a renewed focus on the educationally disadvantaged.

This study has revealed that all three of these features are also present in the New Zealand continuing education scene. Educational institutions are the most frequently chosen venue for adult learning activities, and those choosing to do educational and vocational courses are not only the most likely participants in adult learning but also the most well catered for. The finding that an atypical group in the population (particularly with regard to educational attainment and occupational status) presently benefits

1 H A Jones, "A View of Adult Education in the 1980s", Adult Education, NIAE, Vol 52, No. 3, pp.137-143

from continuing education, while 65% express an unmet need for this education, could be taken as evidence that present continuing education practice enhances rather than compensates for educational deprivation. However it is salutory to remember that people with unmet needs (including those in professional occupations) most often ask for art and craft activities which will help them enjoy their spare time and give them an outside interest, not contribute to their promotion prospects.

What does come through most obviously from both those who have done adult learning activities and those who want to do them is that the desire to improve their general education is very strong in the New Zealand population. The challenge for continuing education is to diversify ways of meeting this need.

APPENDICES

APPENDIX 1 - CONCEPTS

1 ADLA

For an activity to be classified as an "agency-directed learning activity" (ADLA) it had to meet several critiera. First, the activity had to be planned by an "agency" or type of organisation (this includes private tutors). Second, the main purpose of an ADLA was to help those participating to learn something about the subject or skill. "Learning" in this context means, adding to knowledge and understanding, or acquisition or improvement of a skill. Additionally the ADLA was to have been learnt by one of the following methods; taking private lessons from a tutor or coach; attending group classes or coaching sessions; attending talks or conferences; belonging to an organised discussion group or taking a correspondence course. In addition it must have started in 1977 and if the activity consisted of more than one meeting or lesson, meetings were to be planned as part of a series. This means that each meeting was planned to achieve a particular part of the overall learning that was required. For instance, an individual's second driving lesson could be planned to teach gear changing skills in a city while the third lesson could be planned to teach parking skills and so on. Additionally, the respondent would have planned at the outset to complete the whole activity or a defined portion of it. Finally, for activities not learned by correspondence, the total length must have comprised: three or more meetings of any length or one or two meetings at least six hours long in total.

2 Interest

An interest is an activity which has involved some (a few hours) learning as an adult. An interest may be connected with any aspects of job, family or other activities as long as some spare time is spent on the activity.

3 Spare time

For the purposes of the survey, spare time was defined as time left over after "necessary tasks" had been completed. The decision about which tasks were considered necessary tasks was left up to the respondents. It was acknowledged that a task considered necessary by one individual might not be considered so by another. For example, delivering Meals on Wheels might be considered a necessary task by one individual and a spare time activity by another. However to aid the respondent a prompt card listing activities generally regarded as necessary tasks was shown. It was suggested to the respondent that spare time be considered as time left over after the following tasks were completed.

1 Your job, full time study, or part time study necessary for your job (including travelling time).

2 Sleeping, getting ready for the day, eating meals, going to the doctor, etc.

3 Necessary home tasks like housework, shopping, cooking, household repairs, mowing lawns, paying bills.

4 Attending to the needs of children, dependent adults, pets, etc.

APPENDIX 2 - RECODING

a A composite education variable (HEQ) was created from questions 11-14 inclusive, and within this three different scales were set for three age groups, yielding HEQA (the educational attainment of those under 45 years); HEQB (the attainment of those aged 45-54 years); HEQC (the attainment of those aged 55 years or more). This recoding was necessary in order to take account of general increases in educational attainment for the population as a whole over the past two generations and because the types of qualifications available to people during their schooling depended on their age. For example, the "Proficiency" exam has not been available since 1936 while the School Certificate examination was not introduced until 1945.

b Because the main question used to assess occupational status (Question 5) did not include those not working in a paid job at present those coded as doing unapid housework, or as students, unemployed, retired or invalid in Question 6, were added to the variable created from Question 5 so that it might encompass the total sample.

c A measure of wealth was derived from information available on the respondent's personal income (Q8) or on the combined income of the household (Q10). Where the combined income was given (that is not unknown or unanswered) wealth was taken to be combined income divided by household number. If combined income was missing but personal income was given and there was only one adult in the household, wealth was considered to be personal income divided by household number. Again, if personal income was the only measure available, there were no children in the household and the respondent was working, wealth was taken to be personal income. If combined income was missing and none of the above criteria applied, wealth was considered to be missing. Additionally, if personal income was missing as well, wealth was also missing.

d Initially each adla that a respondent had engaged in was given its own code, yielding some 70 categories. This proved too cumbersome as one variable and new variables were created by grouping similar types of adla together Thus the new variables of CRAFT and SPORT used extensively throughout this report were created.

APPENDIX 3 - RELIABILITY OF THE SAMPLE

One method of assessing the reliability of a random sample of the population is to compare the sample's distribution for such demographic variables as age, sex, income, education, with the distribution for the New Zealand population as a whole, derived from the most recent census figures.

The selected demographic variables of geographical location, age, sex, marital status, ethnic origin and employment status were used to compare the continuing education study's sample with the New Zealand population at the 1976 census. Very slight discrepancies were found in geographical location and employment status (the sample under-represented those who employed labour and over-represented those working on their own account). As far as age is concerned, as can be seen in Table A the sample tended to under-represent the middle age groups (25-44 years) and over-represent the older groups, in particular those 65 and over. The sample also over-represented women (see Table B) and under-represented the never married, while it over-represented the separated and widowed. As far as race is concerned the sample slightly over-represented Europeans and under-represented Maoris.

Taking into account the two year gap between the taking of the census and the drawing of this study's sample and the fact that for no category was the disparity between the census and the sample more than 3%, it can be said that the results this sample yielded are a reliable indication of the New Zealand population for the variables where comparisons were possible and hopefully for the other variables under study.

TABLE A - AGE

Age Categories	C E Sample	1976 Census
	%	%
16-19	5.4	11.1*
20-24	8.9	12.1
25-29	13.9	11.7
30-34	11.4	9.3
35-39	9.4	8.3
40-44	7.7	7.1
45-49	7.1	7.6
50-54	6.3	7.3
55-59	6.4	6.4
60-64	7.5	6.0
65+	15.9	13.1
	100.0	100.0

TABLE B - SEX

Categories	C E Sample	1976 Census
	%	%
Male	46.3	49.4
Female	53.7	50.6
	100.0	100.0

* With regard to the 16-19 and 20-24 age categories it must be remembered that the Continuing Education Survey included only those not enrolled full-time at an educational institution. This explains the extent of the difference between the sample and the census distribution for these age groups.

APPENDIX 4 - SAMPLE DESIGN

The sample design was determined largely by the decision to use the New Zealand Household Survey secondary sampling units as the geographical clusters from which dwellings and then individuals would be selected.

Sample Design of New Zealand Household Survey

A high degree of geographical stratification and a method of sample selection resulting in an overall equal probability of selection for each dwelling (containing eligible person(s)) were considered desirable features in a national household survey. The geographical stratification was accomplished by dividing the country into five major strata, viz the combined Auckland Main Urban Areas, the combined Wellington Main Urban Areas, Christchurch Main Urban Area, the remainder of the Main Urban Areas, and the rest of the North and South Islands. These were then further subdivided into a total of 132 geographical substrata of approximately equal size. The measure of size was the number of dwellings recorded during the 1971 Census of Population and Dwellings. (The 1976 Census information was not available at the time of this stratification exercise). Two stages of cluster sampling were subsequently employed in each substratum in order to reduce the geographical spread of the sample households and thereby control the cost of fieldwork in relation to the resulting accuracy of the sample estimates.

Each substratum was divided into a number (either 4 or 5) of primary sampling units (psu's) of approximately equal size. (Size again being the number of Census Dwellings). The psu's were selected without replacement from each substratum with probability proportional to the measure of size.

Each selected psu was then divided into a number of secondary sampling units (ssu's). The ssu's were amalgamations of population census meshblocks (which are the elementary geographical units

* This section on Sample Design was written by Statistics Department personnel.

used in the administration of the Census of Population and Dwellings), and were formed so as to contain an average of about 50 permanent private dwellings each.

One ssu is selected for each calendar quarter in each of the main urban area psu's. In the rural substrata the psu's are randomly assigned to the two Household Survey half-years, and two ssu's are selected in each psu. One ssu is randomly assigned to a calendar quarter in each half-year. Ssu selection was with probability proportional to the number of dwellings. The ssu's used for the Continuing Education Survey were those Household Survey ssu's assigned to the March 1978 calendar quarter.

Sample Selection for Continuing Education Survey

As part of the regular Household Survey procedure, selected ssu's are enumerated in the calendar quarter before surveying is to take place. For the Continuing Education Survey certain residences were enumerated (eg private hotels, nurses homes) in addition to the private residences enumerated for the Household Survey. After enumeration of the selected ssu's, dwellings were selected. The number of dwellings selected in each ssu was chosen to ensure that every dwelling in the two main islands had an equal probability of selection and that the expected sample size would be the desired 1,500 individuals.

The selected dwellings were then enumerated for eligible individuals and one eligible individual selected per dwelling (provided there was at least one such individual). The enumeration for individuals and their selection was done concurrently. The selection of one individual per dwelling resulted in a non-equiprobable sample of individuals, requiring each individual's response to be weighted by the number of eligible individuals in that dwelling.

A sample size of 1500 was decided upon as it was calculated that this would satisfy the accuracy requirements specified for all

but a few of the important variables. Cost considerations were also taken into account in the choice of 1500 as the sample size.

Separate sample from Institutions

In addition to the sample of individuals from dwellings, a sample of individuals from institutions was drawn (eg Hostels, Nurses Homes, Old Folks Homes, Military Institutions). It was decided to take a separate sample from institutions for two reasons. First, people in institutions are likely to have significantly different characteristics with respect to continuing education than the general population and, second, to reduce the variability in sample size between ssu's in the private dwellings sample.

For the institutional sample a separate frame of large (containing more than twenty-five people at the time of the 1976 Census of Population and Dwellings) institutions was compiled. This was then stratified into nine strata, a stratum being defined in terms of type and size of institution. One institution was selected from each stratum (by simple random sampling). The selected institutions were visited and the household units enumerated. A number of household units were then selected in each selected institution, the number being chosen so that every household unit in the institutional frame had an equal overall probability of selection. This probability was the same as the probability of a private dwelling being selected in the main survey.

APPENDIX 5

LIST OF: SPARE TIME INTERESTS:
- AGENCY DIRECTED LEARNING ACTIVITIES:
- UNMET NEEDS

Classification	Examples and Notes
CRAFT ACTIVITIES	
House (Exterior) and Section Maintenance - Excluding Gardening	Gardening in this context means growing plants. Holiday section development, path making, house painting, house renovation, section clearing.
House (Interior) Maintenance	Soft furnishings, upholstery, wallpapering, interior painting, carpet laying.
Gardening	Pot plants, flowers, vegetables, herb gardening.
Domestic	Sewing, crocheting, knitting, cooking, cake decorating, winemaking.
Solid Material Handcrafts	Pottery, bookbinding, bowmaking, candlemaking, cane work, carving, ceramics, enamelwork, floral art/ ikebana, gem cutting and polishing, jewellery making, leatherwork, linocuts, woodcuts, model and miniature making, picture framing, shell work, wood turning, basketry, restoring antiques/old furniture.

Technical Handcrafts	Boat building, electronics, ham and amateur radio, inventing, metal work, woodwork, cabinet making, optics, telescopy, restoring cars, restoring engines (other than cars), vehicle maintenance.
Textile Handcrafts	Embroidery, macrame, rugmaking, soft toys, spinning, tapestry, weaving.
Graphic Handcrafts	Screen printing, bark pictures, batik, lino prints, mosaics, typography, china painting.
Photography	Movie filming, taking photographs. Camera Clubs are classified under organisational activities.
Collecting	Collecting antiques, armaments, beer mats, books, bottle openers, corkscrews, bottles, brass, brass rubbings, ceramics, coins, banknotes, crockery, insects, spiders - dead (Live animals are classified under Animal related Activities), jewellery, gems, lapidary, liquor miniatures, matchboxes, paintings, prints, records, rocks, fossils, stones, minerals, silver, spoons, stamps, vintage or veteran cars, motorcyles, cycles, recipes. Clubs are classified under organisational activities.
Sedentary Games	Chess, draughts, puzzles, etc.

EDUCATIONAL STUDIES

Literacy	Includes learning to read and/or write as an adult illiterate. Also includes learning spelling, punctuation, grammar, etc. where the respondent desires to improve some aspect of his English. Includes only those for whom English is their first language.
Humanities	Foreign languages (excluding English as a second language - classics, dead languages and their literature, history, archaeology, art history, English language and literature.
Theology, Philosophy, Religious Studies	Studies such as one would take at a university; does not include church attendance, bible study which are classified under Religion.
Commerce and Business Administration	Secretarial skills, clerical skills, personnel administration, public administration, marketing.
Law and Jurisprudence	
Natural Sciences	Biology, geology, physics, astronomy, chemistry, ecology.
Social and Behavioural Sciences - Excluding Voluntary Social Work	Economics, political science, sociology, psychology, geography, education. Voluntary social work is classified under Organisational Activities.

Mathematics and Computer Sciences	
Agriculture, Forestry, Fishery	
English as a Second Language	
School Certificate	
UE or Sixth Form Certificate	

EXPRESSIVE ARTS

Cinema, Drama	Acting, directing, producing, writing for
Dance	Ballet, ballroom dancing, casual dancing, English country dancing, jazz ballet, modern dance, national dancing, Scottish dancing, square dancing, tap dancing; includes the direction, production and staging of -
Literary	Writing of poetry, fiction, short stories. Does not include studying literature which is classified under "Humanities".
Music	Choral singing, church choir, folk singing, opera singing, playing a musical instrument, playing in a musical group, composing, conducting.

Visual Arts	Painting, sketching, printmaking, sculpture.

PASTIMES

Visiting Educational Displays, Museums, Libraries, Historic Buildings, Zoos, Churches (Non-participatory), etc.	
Appreciation of and Attending Expressive Arts.	Attending a film, play, art gallery. Excludes Clubs which are classified under Organisational Activities.
Lexical	Debating, public speaking, reading dictionaries, and so on.
Animal Related Activities	Dog training, horse grooming, caring for caged birds, beekeeping, animal breeding.
Following Horses or Dogs - Gambling Related	Picking horses/dogs at home, attending race meetings, attending gambling syndicate meetings, reading books on race horses.
Aviation, Maintenance, and related Theory	Flying, gliding, hang-gliding.
Nautical Theory - Excluding Active Involvement such as Sailing.	Navigation, seamanship.

Vehicles - Excluding Maintenance	Driving, theory.
Grooming Oneself or Others - Excluding Body-building	Hair-dressing, make-up, fashion, deportment, modelling.
Watching/Listening to TV, tapes, Radio, Records	
Pastimes NEC*	Current events
ACTIVITIES RELATED TO ORGANISATIONS	
Cultural Organisations	Maori cultural clubs, French clubs, Alliance Francaise, drama, music, NZ China Association, art appreciation clubs.
Political Parties, Social Action Groups.	Labour, Values, Ecology Action, SPUC, Abortion Law Reform, Save the Clutha, Bastion Point Protest Group. Save the Whales, Civil Liberties Groups.
Community Associations	Resident's Associations, scouts, citizens advice bureaux, community volunteers, homemakers unions, YMCA, YWCA, Lions, Jaycees, Round Table, Rotary Clubs, Country Women's Institute.

*Not elsewhere classified has been abbreviated to NEC

Welfare/Medical Organisations - Excluding First Aid	Red Cross, Corso, St John's Ambulance, Meals on Wheels, charitable associations, Blind Institute, community rehabilitation, prisoners aid, Samaritans, Youthline and other telephone service groups, Alcoholics Anonymous, voluntary counselling organisations, Maori Women's Welfare League.
Early Childhood Care or Education Organisations	PTA, Home and School Committees, Plunket Societies, NZ Playcentre Federation and Associations, La Leche, Parents' Centre, Kindergarten, primary school.
Social Organisations	RSA Social Clubs, Lodges.
Other Special Interest Groups	Weightwatchers, senior citizens, solo parents, camera club, bird watchers associations, stamp collectors club, wine making club.
Trade Unions and Similar Organisations	Includes Public Service Association (PSA) Student Unions, NZ Educational Institute (NZEI), Post Primary Teachers Association.
Farm, Business Associations	Businessmen's Association, Federated Farmers, Young Farmers' Clubs, Manufacturers Federation, Bankers Institute.

Professional Associations	NZ Institute of Engineers, Accountants Institute, Architects Institute, Psychological Society, Actuaries Institute, Medical Association, Export Institute, Chefs Association.

SPORT

COMPETITIVE TEAM

Ball	Softball, basketball, volleyball, cricket, rounders, rugby, hockey, netball, polo, waterpolo, ice hockey, basketball
Other	Rowing

COMPETITIVE INDIVIDUAL

Ball	Squash, tennis, table tennis, badminton, bowls (indoor and lawn), golf, pool
Water	
Winter	
Track and Field	Running, jumping, discus, javelin
Vehicle Related	Car racing, rallying, motor bike racing, go-karts, bicycles.
Martial Arts - Including Boxing and Wrestling	

Other	Equestrian, rodeo, gymnastics, archery, fencing.

NON COMPETITIVE

Water	Swimming, canoeing, surfing, skiing, surf life saving, fishing, boating, scuba diving
Winter	Snow skiing
Tramping, Camping, Bushcraft, Orienteering, Climbing.	
Other	Yoga, body-building, keep fit, jogging, trampolening, shooting.

VOCATIONAL TRAINING

In all categories there are separate codes assigned to distinguish between basic training and post-basic training. The former refers to a person's first training for first qualifications and/or skills in the occupation. The latter refers to any advanced training, refresher courses, in-service courses, retraining.

Teaching - Basic Training	Kindergarten, primary and secondary.
Teaching - Post-basic Training	

Nursing Basic Training

Armed Forces - Basic Training

Armed Forces - Post-basic Training

Police Force - Basic Training

Police Force - Post-basic Training

Religious - Basic Training

Religious - Post-basic Training

Library - Basic Training

Library - Post-basic Training

Industry - Basic Training for

Industry - Post-basic Training for

Engineering - Basic Training for

This category refers specifically to those doing university degrees. INCLUDES bachelor and masters degrees, Phd, diplomas.

Training for engineers which could normally only be done after entering occupation	Registration for engineers
Medicine - Basic Training for	INCLUDES bachelor and masters degrees, Phd, diplomas.
Training for medicine which could normally only be done after entering occupation	
Architecture - Basic Training for	INCLUDES bachelor and masters degrees, Phd, diplomas.
Training for architects which could normally only be done after entering occupation.	
Rehabilitation	
Induction	
Basic Training for Vocations NEC*	
Post-basic Training for Vocations NEC	

MISCELLANEOUS

Parent Education	Child psychology, antenatal classes

*Not elsewhere classified has been abbreviated to NEC

Other Family Related Activities	Bringing up children stated as an interest, marriage guidance
First Aid	
Religion/Belief Related	Bible study
Adventure/Character/ Armed Forces	Outward Bound

APPENDIX 6 - ORGANISATIONS PROVIDING ADULT LEARNING

Classifications	Examples and Notes
EDUCATIONAL ORGANISATIONS (GENERAL)	
Secondary Schools	
Department of Education Correspondence School (Secondary)	
Community Colleges	
Technical Institutes (Polytechnics)	
Universities	Schools of engineering, law, medicine, fine arts, home science, physical education, business administration, English, biology, dentistry, pharmacy.
University Extension Departments	
Non-profit-making Private Educational Organisations	WEA, Learning Exchange.
Private Tutors or Coaches	Swimming coach (where not associated with a sporting organisation), French language tutor, yoga teacher, piano teacher.

EDUCATIONAL ORGANISATIONS
(VOCATIONAL)

Teachers' Colleges (Primary, Secondary or Kindergarten)	
Nurses' Training Schools - Excluding Technical Institutes' Nursing Courses	General, community, karitane, psychiatric, dental, psychopaedic, physiotherapy, occupational therapy, radiotherapy, radiography, radiology, plunket.
Armed Forces Schools - Excluding On-the-job Training	Air Force Cadet School.
Police Training Schools - Includes basic training only	
Business, Secretarial, Shorthand/Typing Schools	
Library Schools	
Seminary, Theological, Divinity Colleges or Schools - Excluding Universities	Salvation Army College
Aviation, Nautical, Marine Schools Other than Armed Forces - Includes Basic Training Only	Includes basic training courses run by NAC, but excludes post-basic training once on the job.

Industry Training Boards	Agricultural, Apparel, Aviation, Building (including Bricklaying), Contracting, Dairy, Distribution, Electrical, Electronics, Engineering, Fishery, Footwear, Journalists, Meat, Motor Trade Certification, Plumbing, Gas and Drainlaying, Road Transport, Shipping, Stock and Station Agents, Tanning, Textile, Travel, Trade Union, and Local Government Training Boards/Councils/ Committees.
Rehabilitation Training Centres, Sheltered Workshops and Similar Institutions	
Other Educational Organisations (Vocational) NEC	Agricultural Colleges (for example Flockhouse), Farm Training Institutes, Fire Officers Training Schools, Florists Schools, Hairdressing Schools, Interior Design Colleges, Post Office Schools.

EDUCATIONAL ORGANISATIONS (NOT DIRECTLY VOCATIONAL: SPECIAL PURPOSE)

Agencies for Teaching Specific (usually Non-vocational) Skills	Dancing, music, flying, driving, dressmaking, hairdressing, deportment.

Schools for the Disabled/ Handicapped	Blind, deaf schools.
Character/Adventure Schools	Outward Bound, Spirit of Adventure.
SPECIAL INTEREST ORGANISATIONS	
Cultural Organisations	Maori Cultural Groups, NZ China Association, French Club, Alliance Francaise, drama, music, art appreciation, etc.
Sports Organisations	Rugby club, yoga, keep fit groups, tramping club, harriers, gun club, fencing club.
Religious/Belief Related Organisations	Catholic Church, Humanist Society, Transcendental Meditation.
Political Parties, Social Action Groups	Labour Party, Values Party, Ecology Action, Society for the Protection of the Unborn Child (SPUC), Abortion Law Reform, Save the Clutha, Bastion Point Protest Group, Save the Whales, Civil Liberties Groups.
Community Organisations	Community Volunteers, Residents Associations, Scouts, Guides, Citizens Advice Bureaux, Homemakers Union, YMCA, Lions, Jaycees, Round Table, Rotary, Country Women's Institute.

Welfare/Medical Organisations	Red Cross, CORSO, St John's Ambulance, Meals on Wheels, Charitable Associations, Blind Institute, Community Rehabilitation, Prisoners' Aid, Samaritans, Youthline and other telephone service groups, Alcoholics Anonymous, voluntary counselling, hospital organisations, Maori Women's Welfare League.
Early Childhood Care or Educational Organisations - Excluding Plunket, Karitane and Kindergarten Training.	Parent Teacher Association, School Committees, Home and School Association, NZ Play Centre Federation and Associations, La Leche, Parents Centre, Kindergarten, Primary School.
Social Organisations	RSA "Social Clubs", Lodges
Other Special Interest Organisations not elsewhere classified.	Camera Club, Birdwatchers Association, Stamp Collectors Club, Winemaking Club, Solo Parents Club, Weightwatchers.
EMPLOYING ORGANISATIONS	
Government Departments or Agencies, Local Bodies	Ministry of Agriculture and Fisheries, DSIR, Wellington City Council, NAC, Air NZ, High School Boards of Governors, Post Office, State Insurance Office.
Armed Services	

Other Employing Organisations not elsewhere classified.	

MISCELLANEOUS ORGANISATIONS

Museums, Libraries, Art Galleries, Zoos, Historic Building Trusts	
Employee Organisations (Private or Government)	Trade Unions, Students' Associations, PSA, NZEI, PPTA.
Farm, Business, Organisations	Federated Farmers, Businessmen's Association, Bankers' Institute, Young Farmers, Manufacturers Federation.
Professional Organisations	NZ Institute of Engineers, Accountants Institute, Architects Institute, NZ Psychological Society, Actuaries Institute.
Demonstrator	Knitting Machine shop gives a customer knitting lessons.